DOCUMENT RESUME

ED 090 402 CE 001 269

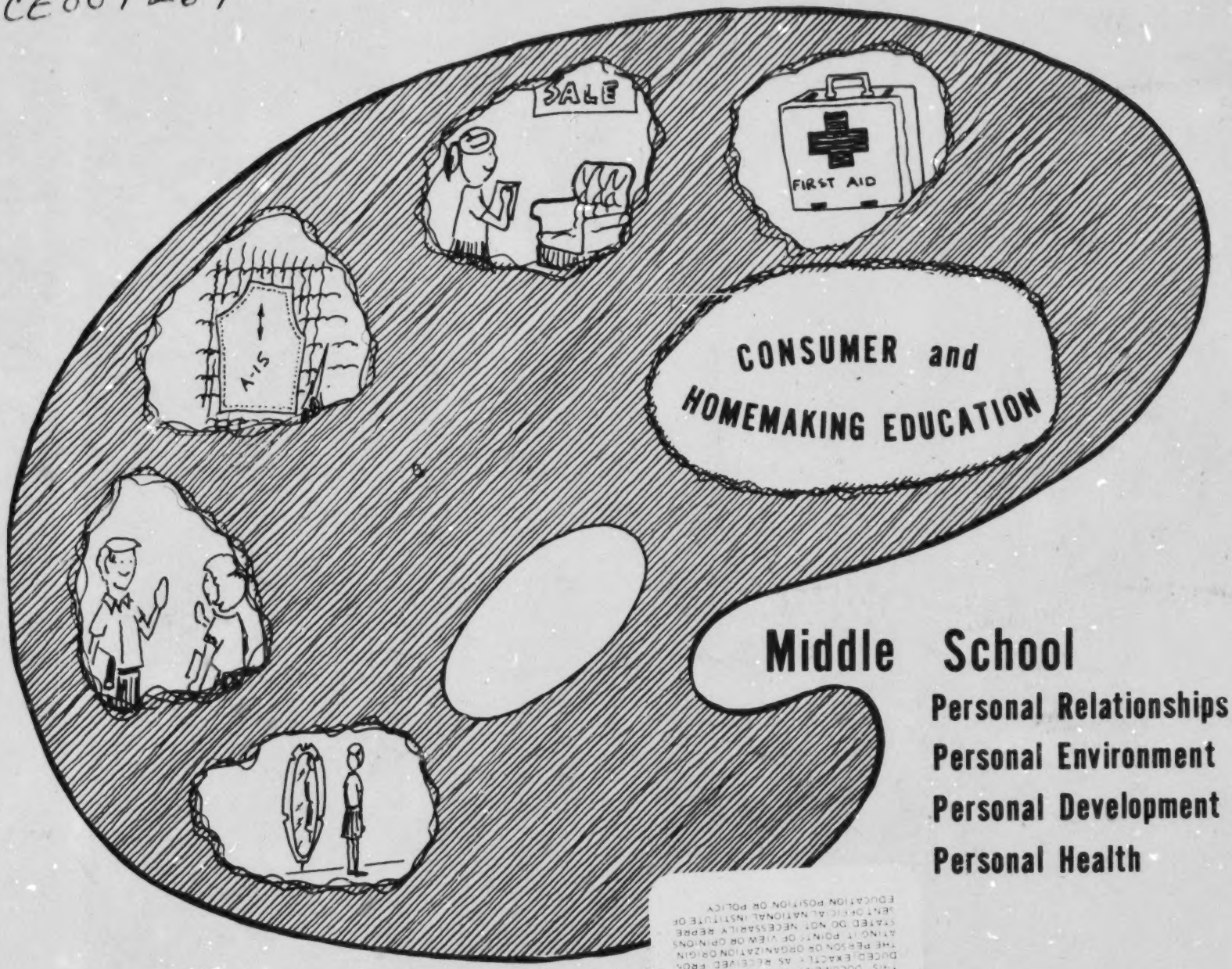
TITLE	A Suggested Guide for Planning the Middle School Consumer and Homemaking Program, Grades 7 and 8. Draft.
INSTITUTION	Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE	72
NOTE	152p.; For other guides in the unit, see CE 001 266-268 and CE 001 270-277
EDRS PRICE	MF-$0.75 HC-$7.80 PLUS POSTAGE
DESCRIPTORS	Behavioral Objectives; Clothing Instruction; Consumer Education; Curriculum Development; *Curriculum Guides; *Curriculum Planning; Educational Resources; Evaluation Methods; *Grade 7; *Grade 8; Homemaking Education; Hygiene; Individual Development; Interpersonal Relationship; Middle Schools; Teacher Developed Materials
IDENTIFIERS	South Carolina

ABSTRACT

The program planning guide was developed as a special project to help teachers in presenting a 1-year consumer and homemaking education curriculum at the seventh or eighth grade level. The units are presented under four headings: Personal Relationships, Personal Environment, Personal Development, and Personal Health. The units can be taught in any sequence. The guide is intended to provide content which is relevant to male and female transescent learners (those students undergoing rapid growth from childhood to adolescence). The concepts and overall objectives are stated. Under each concept, three columns list behavioral objectives, learning and evaluation experiences, and teaching resources. (AG)

CE001269

ED 090402



Middle School

Personal Relationships

Personal Environment

Personal Development

Personal Health

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

A Suggested Guide for Planning The Middle School Consumer and Homemaking Program Grades 7 and 8

DRAFT

South Carolina

1972

Prepared by:

South Carolina
State Department of Education
Office of Vocational Education
Consumer and Homemaking Education Section
Columbia, South Carolina 29201

In Cooperation With:

Vocational Education Media Center
Clemson University
Clemson, South Carolina 29631

ACKNOWLEDGEMENT

The South Carolina Middle School Guide for Consumer and Homemaking Education is a suggested guide for program planning. The guide was developed as a special project in cooperation with the Office of Vocational Education of the State Department of Education during 1972.

It is hoped that the guide will be of value to both beginning and experienced teachers in helping them to plan a program of instruction that will be of benefit to students interested in exploring Consumer and Homemaking Education - grades seven and eight. In communities where there are junior and senior programs, teachers are encouraged to work together to coordinate their Curricula to avoid repetition and meet the needs of their students.

Special recognition and appreciation is given to curriculum consultants Dr. Susan F. Weis, Mrs. Ava A. Gray and Mrs. Sharon K. Sumner who assisted in the development of the guide. Dr. Weis, Assistant Professor in Home Economics Education at the Pennsylvania State University, served as consultant for the guide. Mrs. Ava A. Gray, Professor in Home Economics Education at the University of Arkansas and Mrs. Sharon Sumner, Instructor in Foods and Nutrition in the School of Home Economics at the University of North Carolina at Greensboro, served as consultants in the foods content of the guide.

Our sincere appreciation is expressed to each of the following specialists who assisted with the development of specific area content for the guide:

Dr. Kathryn S. Powell, Professor
Family Life and Child Development
Winthrop College

Dr. Richard Kiemer, Chairman and Professor
Child Development and Family Relations
School of Home Economics
University of North Carolina

Miss Mary Marks, Graduate Assistant
School of Textiles
North Carolina State University

Dr. Jane Crow, Professor and Chairman
Housing and Management Area
School of Home Economics
University of North Carolina

Mr. Frank Stellings, IV, Health Educator
Bureau of Maternal and Child Care
South Carolina State Board of Health

Special appreciation is expressed to Dr. Helen A. Loftis, Professor in Home Economics Education at Winthrop College, for her review of the guide. Sincere thanks are extended to the State Department of Education and especially to the Department of Vocational Education for their continued support, interest and encouragement in the development of the guide.

WORKSHOP PARTICIPANTS

The initial writing of the guide was begun during a two week workshop in June, 1972, by the following consumer and homemaking teacher participants who are to be commended for their cooperation, their contribution and their willingness to participate in the publication:

Mrs. Esther Senn
Sims Junior High School
Union, South Carolina

Mrs. Toynetta McGraw
W. A. Perry Middle School
Columbia, South Carolina

Mrs. Gail Boyd
York Middle School #2
York, South Carolina

Miss Helen Johnson
Moore Junior High School
Florence, South Carolina

Miss Anita White
Hughes Middle School
Greenville, South Carolina

Mrs. Janice Hawkins
Johnson Middle School
Timmonsville, South Carolina

Mrs. Beatrice McDuffie
Hopkins Junior High School
Hopkins, South Carolina

Mrs. Margaret Hall
Camden Middle School
Camden, South Carolina

Mrs. Miriam Donnelly
Macedonia High School
Moncks Corner, South Carolina

Mrs. Ethel Malloy
Bennettsville High School
Bennettsville, South Carolina

Miss Roberta O'Shields
Dorman High School
Spartanburg, South Carolina

Mrs. Elizabeth Rhinehart
Hartsville High School
Hartsville, South Carolina

Miss Marian Counts
Edgefield High School
Edgefield, South Carolina

Mrs. Ruby Goforth
Kershaw Middle School
Kershaw, South Carolina

CONTENTS

	Page
Using the Guide	1
Beliefs About Teaching in the Middle School	3
Beliefs About Middle School Youth	5
Estimated Time in Weeks for Middle School Mini Courses	7
Conceptional Framework	9
Personal Relationships	
Friends	15
Family Life	27
Interpersonal Relationships	39
Personal Environment	
Clothes	57
Self-Expression Through Dress	69
Making a Simple Project	77
The Home	87
Storage and Simple Accessories	97
Housekeeping	103
Personal Development	
Changes	111
Grooming	123
Child Care	131
Future Expectations	145
Personal Health	
Nutrition	157
Food Preparation and Service	167
Sexuality and Reproduction	175
Threats and Dangers	185

USING THE GUIDE

The guide was developed for one year of consumer and homemaking education at either the seventh or eighth grade level. The two semesters each include eighteen weeks of mini-units. Although the units are presented in a sequence under the four main headings of Personal Relationships, Personal Environment, Personal Development, and Personal Health, the units are interchangeable and can be reordered to suit the needs of individual middle school programs.

In developing the guide, an effort was made to establish behavioral objectives, learning experiences and evaluation, which would serve as a foundation for the secondary programs of consumer and homemaking education while attending to the needs and interests of transescent learners. The content presented in the guide is not perceived to duplicate the content for the basic, semester, or advanced secondary programs in South Carolina.

While consumer and homemaking education has traditionally focused upon the female student, the middle school guide is intended to provide content which is relevant to both male and female transescent learners.

The teacher using the guide is encouraged to seek cooperative approaches with other middle school faculty and guidance counselors in the teaching of the program. The teacher is advised to investigate the curricula of other programs within her school to insure that content is not repeated from one program to another. Content that may be duplicated provides a logical basis for a team teaching effort.

The guide contains suggested concepts, overall objectives, behavioral objectives, learning and evaluation experiences and teaching resources. The concepts provide the framework upon which the remainder of the guide was developed. The overall objectives are intended as reasonable terminal behavioral outcomes of the learning experiences. The behavioral objectives are process behavioral outcomes which lead to the attainment of the overall objectives.

In most instances, the suggested learning experiences for each objective provide a variety of experiences for developing the specified behaviors, and the teacher can choose the experiences which are most appropriate to her teaching style and the class.

Teacher references and resources are provided for the suggested learning experiences and are summarized in a reference list at the end of each unit.

BELIEFS ABOUT TEACHING IN THE MIDDLE SCHOOL

"The middle school evolved primarily to serve the educational needs of youngsters undergoing rapid growth from childhood to adolescence. Eichlorn in his book The Middle School, refers to these youngsters as 'transescents'. He identifies their developmental state as 'transescence' which 'begins prior to the onset of puberty and extends through the early stages of adolescence'.

Home economics education can become the vehicle which enables the transescent to organize his existing perceptions relevant to individual and family life, and to gain new insights into human behavior. From an understanding of transescent growth and development, the learner is facilitated in his growth toward self-understanding and self-acceptance. From an exploration of the subject matter areas of home economics, the transescent learner is given opportunities to discover his interests and growing capacities. Learning in specific areas of home economics can enhance the transescent's ability both to function effectively within his environment as a consumer, family member, peer group member, producer of goods and services, and manager of resources, and also to cope with emerging pressures from peers and adults. The educative process and its content can be integrated to encourage the learner to achieve aspects of physical and emotional health." (Weis, S. F. "Report: Home Economics in the Middle School", Journal of Home Economics, Vol. 63, No. 8, November 1971, pp. 583, 586.)

The middle school age child commonly demonstrates characteristics which fall within each of the continua presented to the right.

Cutting across each continuum is a second continuum which represents the lack of stability of each characteristic among middle school age learners. The transescent period is one of change, exploration and inconsistencies.

Education for this age is not intended to go against the characteristic nature of transescence, but rather, to provide information and the development of competencies which will help each learner to organize and clarify his expanding world while equipping the learner with the confidence and courage to anticipate adulthood.

BELIEFS ABOUT MIDDLE SCHOOL YOUTH

Unstable

approaching puberty ..... attaining puberty

approaching period of rapid physical growth ..... undergoing rapid physical growth

child-like behaviors ..... adult-like behaviors

fears and concerns about physical self ..... approaching security about physical self

trial-and-error approach to problem-solving ..... acquiring information to logically apply to problem-solving

rigid, simplistic value system ..... expanding and clarifying a constellation of values

family-oriented ..... peer group oriented

same sex relationships ..... exploring relationships with opposite sex

limited awareness of social groups and institutions ..... evolving attitudes toward social groups and institutions

limited awareness of realistic long-range goals careers, life styles ..... exploring life styles, careers, adult roles

Stable

ESTIMATED TIME IN WEEKS
FOR MIDDLE SCHOOL MINI COURSES
CONSUMER AND HOMEMAKING EDUCATION

MAJOR AREAS OF EMPHASIS

Personal Relationship
Personal Environment

Personal Development
Personal Health

One Semester		One Semester	
Friends	2	Changes	2
Family Life	2	Grooming	2
Interpersonal Relationships	3	Child Care	4
Clothes	2	Future Expectations	2
Self-Expression through Dress	1	Nutrition	2
Making a Simple Project	3	Food Preparation	1
The Home	3	Food Service	1
Storage and Simple Accessories	1	Sexuality and Reproduction	2
Housekeeping	1	Threats and Dangers	2
	18		18

One semester of mini courses may be taught in the seventh grade and one semester in the eighth grade, or both semesters may be taught in either the seventh or eighth grades as the schedule permits. If suggested courses are taught in the seventh grade they should not be repeated in the eighth grade.

CONCEPTIONAL FRAMEWORK DEVELOPED IN THE GUIDE

One Semester

I. Personal Relationships

A. Friends
1. Exploring the need of friends
2. Becoming a friend
3. Evaluating assets and liabilities
4. Maintaining friendships
5. Cooperating in a partnership
6. Cooperating in a group
7. Interacting with older and younger people

B. Family life
1. Exploring roles and responsibilities
2. Facing crises
3. Relating to family members
4. Managing resources
   a. Time
   b. Money
5. Examining life styles

C. Interpersonal relationships
1. Understanding self concepts
2. Conforming and nonconforming
3. Looking at dating
4. Choosing a conduct code
5. Building skills
   a. Social behavior
   b. Communications skills
      (1) Verbal
      (2) Non-verbal

II. Personal Environment

A. Clothes
   1. Buying
   2. Caring for
      a. Laundering
      b. Ironing
      c. Removing spots and stains
      d. Repairing
      e. Storing

B. Self-expression through dress
   1. Selecting
      a. Color, design, line
      b. Ready made clothing
      c. Hand made clothing
   2. Understanding clothing effects on behavior

C. Making a simple project
   1. Deciding on a fabric
   2. Using a pattern
   3. Using sewing equipment
   4. Constructing a simple project

D. The home
   1. Exploring space
      a. Importance
      b. Influence of color, light, and proportion
   2. Examining activities
   3. Assessing needs
      a. Personal
      b. Family
   4. Exploring housing solutions
   5. Taking safety measures

E. Storage and simple accessories
   1. Storing belongings
   2. Improvising storage aids
      a. Personalization
      b. Construction

F. Housekeeping
   1. Assisting with tasks
      a. Daily
      b. Weekly
      c. Seasonal
   2. Cleaning

One Semester

III. Personal Development

A. Changes
   1. Growing
      a. Physical
      b. Emotional
      c. Social
   2. Interrelating
   3. Coping
      a. Fears and concerns
      b. Problems
         (1) Personal
         (2) Social

B. Grooming
   1. Developing good habits
      a. Body
      b. Clothing
   2. Using and selecting cosmetics

C. Child care
   1. Enjoying children
   2. Understanding children
   3. Exploring baby-sitting experiences
      a. Qualifications
      b. Sources of work
      c. Responsibilities
      d. Emergencies
      e. Safety
   4. Understanding child's play
   5. Guiding and disciplining

D. Future expectations
   1. Evaluating self
      a. Assets
      b. Liabilities
   2. Establishing goals
      a. Immediate
      b. Long-range
   3. Exploring preparation
      a. Education
      b. Work
   4. Examining adulthood
      a. Roles
      b. Life styles

IV. Personal Health

A. Nutrition
   1. Making wise food choices
   2. Recognizing the differences between food fads and fallacies
   3. Understanding benefits of good food habits
   4. Improving eating habits

B. Food preparation
   1. Planning simple foods
   2. Understanding techniques
      a. Use of equipment
      b. Safety
      c. Cleanliness
      d. Recipes
      e. Plans for work

C. Food service
   1. Assessing manners
   2. Setting the table

D. Sexuality and reproduction
   1. Understanding reproduction
      a. Male
      b. Female
   2. Understanding fertilization and heridity
   3. Understanding married love
   4. Understanding pregnancy and childbirth

E. Threats and dangers
   1. Handling emergency health crises
   2. Caring for personal health
      a. Emotional
      b. Physical
   3. Investigating potential threats
      a. Drugs
      b. Alcohol
      c. Cigarettes
      d. Venereal disease

PERSONAL RELATIONSHIPS

Friends

Two Week Mini Unit

CONCEPTS: Exploring the Need of Friends

OVERALL OBJECTIVES: Examine meaning of the concept "friends."

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the term friend.	Complete a checklist related to qualities of friends and friendships with the class. Complete an identical checklist and discuss any changes in ideas from the first checklist.	Bulletin: South Carolina State Department of Education, Measuring, Weighing, Valuing, p. 97. Barclay and Champion, Teen Guide to Homemaking, Chapter 9.
Describe the qualities and behaviors that tend to promote friendships.	Present a skit to give examples of the following statements: 1. "To have a friend, one must be one." 2. "A friend in need is a friend indeed." 3. "The give and take of friendship." Describe your impression the first time you met one of your friends. Check to decide if your first impressions have changed. Discuss personal qualities which build good friendships. With two classmates, plan and present a panel discussion on First Impressions. Discuss how first impressions may help a friendship grow, and how sometimes, they hinder a friendship. With the entire class, discuss and list the qualities in a person which build good friendships.	

CONCEPTS: Exploring the Need of Friends

OVERALL OBJECTIVES: Examine meaning of the concept "friend."

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
State either orally or written in an informal essay why each individual needs friends.	Participate in brainstorming session on why we need friends. Share your ideas with classmates by participating in a pop-up discussion. After each classmate has named one idea, try to summarize in one sentence why we need friends. Read suggested reference and complete the sentence " a friend is _____." Summarize ideas on chalkboard. Role play situations in which two friends "share and care." Some ideas for situations are: 1. Cheering up a friend. 2. Discovering something exciting with a friend. 3. Helping a friend with a difficult situation. 4. Sharing a friends success. Discuss with classmates how it feels to share and care.	Clayton, Young Living. 2nd. ed., pp. 30-50. Teacher Selected Reference.

CONCEPTS: Exploring the Need of Friends
Becoming a Friend

OVERALL OBJECTIVES: Examines meaning of the concept "friends."
Identify ways of initiating friendships.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify the selected types of friendships.	Participate in a buzz group on friends and friendships. Each group list needs satisfied by the following types of friendships: 1. Boy friend or girl friend. 2. Group friends. 3. Casual friends. 4. Best friends.	
Analyze steps involved in the development of friendship.	Recall how you met your present friends. List these ways; share your experiences with classmates. As a group, write an article for the school newspaper on "Suggestions for new students on how to meet and make new friends."	
	View the film, "Developing Friendships," to discover the steps involved in building friendships. List suggested steps.	Film: Coronet Film Company.
	List the words and action shown in the film which made the intended friend feel happy. Discuss the feelings.	
	Seek and make a new friend during the next two weeks. If you wish, write or record on audio tape a report of your new friendship.	

CONCEPTS: Evaluating Assets and Liabilities

OVERALL OBJECTIVES: Recognize desirable and undesirable personal qualities.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify personal friendship assets and liabilities.	Using a previously prepared list of qualities or traits desired in a friend, construct a check list. Without writing your name, describe yourself using the check list to mark your own traits. Decide if there are qualities or traits you need to develop.	
	Read Reiff, pages 30-31, to add ideas of desirable traits in friends to the check list.	Reiff, Steps in Home Living, pp. 30-31.
	Choose one trait and make a plan for developing this trait.	
	On a check list of personality traits in McDermott and Nicholas, pages 26-27, check the items which would be qualities desirable in a good friend.	McDermott and Nicholas, Homemaking for Teen-Agers, pp. 26-27.
	Read Clayton, pages 17-19, to discover ideas to help you understand some ways to get acquainted with others.	Clayton, Young Living, pp. 17-26.

CONCEPTS: Maintaining Friendships

OVERALL OBJECTIVES: Identify causes and effects of interpersonal incidents.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify ways one may express friendship.	With a partner, write a short story in which the characters act to show their feelings of friendship toward each other. Select a jury to preview the stories and select several to read to the class. While stories are read, individually list ways that friends express their feelings toward each other. As a total class group, compile the individual lists into a class list.	
Identify possible causes for difficulty in developing and maintaining friendships.	After reading an unfinished story which describes difficulties in making or keeping friends, dramatize an ending to the story that seems likely to happen. Listen to responses of an observation team who analyzed the situations by answering these questions: 1. Why did the difficulty or trouble occur? 2. What did each person do or say that added to the difficulty? 3. How could the difficulty have been avoided? After discussion, replay the situation with improved actions. Summarize by stating guidelines for making and keeping friends.	
	View filmstrip, "How Shall We Live" and "Getting Along With Others," to discover ideas already identified and new ideas for growing through friendships.	Filmstrips: Jim Handy Series. McGraw-Hill Company.

CONCEPTS: Maintaining Friendships
Cooperating in a Partnership and Cooperating in a Group

OVERALL OBJECTIVES: Identify causes and effects of interpersonal incidents.
Demonstrate comprehension of personal and interpersonal responsibilities in relationship with others.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read Clayton, pages 17-19, to discover ideas to help you understand some ways to get acquainted with others.	Clayton, Young Living, pp. 17-19.
	Read Reiff, pages 27-30, to learn why building friendships may be difficult for a new comer to a group. Read references to define the word cooperation.	Reiff, Steps in Home Living, pp. 27-30.
Write a paragraph on why cooperation is necessary in a: 1. Partnership. 2. Group Effort.	Draw or collect cartoons showing two partners, one of whom is not cooperating. For example, in a three legged race, what happens when one person sits down and refuses to run? Or suppose each person has a piece of jigsaw puzzle but refuses to place it in the puzzle?	
	Display the cartoons or view item using the opague projector. Discuss the possible reasons for lack of cooperation. Decide what the consequences may be.	
	Read selected reference and list benefits of belonging to a group.	Jones and Burnham, Junior Homemaking, p. 90.
	Discuss value of belonging to various clubs and organizations. How does participating in clubs help the individual? the club?	
	Present skits in groups demonstrating cooperation: 1. As a partner. 2. In a group.	
	View film, "Belonging to the Group" to discover how a person benefits from group membership.	Film: Encyclopedia Brittanica.

CONCEPTS: Interacting With Older and Younger People

OVERALL OBJECTIVES: Show comprehension of factors which contribute to positive intergenerational friendships.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List advantages of having friends of different ages.	Discuss the advantages of being friends with: 1. A person three years older. 2. A person ten years older. 3. An adult. 4. An elderly person. 5. A person two years younger. 6. A child. Students who have friends from these groups relate what their friendships have meant to them.	
Cite factors involved in getting along with different age groups.	Participate in buzz groups to discuss how to get along with people of different ages, interests, ethnic groups and back grounds. Read McDermott and Nicholas, pages 40-41, to get some ideas about relating to elderly people. As an individual or as a class or FHA project, do the activities suggested on page 41. Read the Acronym on page 31, Reiff. Summarize your reaction in one written sentence. Add as many other words as you can to describe friends, their feelings and activities. Report on new friendships made during this unit.	McDermott and Nicholas, Home-making for Teen-Agers, pp. 40-41. Reiff, Steps in Home Living, p. 31.

Resources for Friends Unit

Books:

Barclay, Marion S. and Frances Champion. Teen Guide to Homemaking. New York: Webster Division, McGraw-Hill Book Co., 1967.

Clayton, Nanalee. Young Living. Peoria: Charles A. Bennett Co., Inc., 1970.

Jones, Evelyn G. and Helen A. Burnham. Junior Homemaking. Philadelphia: J. B. Lippincott Co..

McDermott, Irene E. and Florence W. Nicholas. Homemaking for Teen-Agers, Book I. Peoria: Charles A. Bennett Co., Inc., 1970.

Reiff, Florence M. Steps in Home Living, 2nd ed., Peoria: Charles A. Bennett Co., Inc., 1971.

Bulletins:

Consumer and Homemaking Education. Measuring, Weighing, Valuing. State Department of Education, Columbia, South Carolina 29201. 1970.

Films, Filmstrips, Slides, and Transparencies:

Coronet Instructional Films. Developing Friendship. 65 East South Water Street, Chicago, Illinois 60601.

Encyclopedia Britannica Films, Inc. Belonging to the Group. (Free on loan) 1150 Wilmette Avenue, Wilmette, Illinois 60091.

Jim Handy Company. How Shall We Live. 2821 East Grand Boulevard, Detroit, Michigan 48211

McGraw-Hill Book Company, Text-Film Division. Getting Along with Others. (Free on loan) 330 West 42nd Street, New York, N. Y. 10036.

PERSONAL RELATIONSHIPS

Family Life

Two Week Mini Unit

CONCEPTS: Exploring Roles and Responsibilities

OVERALL OBJECTIVES: Demonstrate comprehension of the functions of the family and its members.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
State a definition for the word family.	Develop a definition of family by telling who lives in my house. Compare your definition with Cross, page 2. Write a list on the chalkboard of each person's relationship to you, including persons who may be listed as friends.	Cross, Enjoying Family Living, p. 2.
	Write a description of your present family. Include a brief explanation of aunts, uncles, grandparents, etc., who live near you and those who live far away.	
	Read Cross, pages 9-10 to find out what the terms role and role expectation mean.	Cross, Enjoying Family Living, pp. 9-10.
	Summarize the many roles you play in your family in addition to son or daughter.	
	List the family roles played by all class members.	Barclay, et al., Teen Guide to Homemaking, Chapter 6.
Describe role expectations of selected family members.	Discuss role expectation of each family role represented in the class. List on board the role expectations under each role represented.	Reiff, Steps in Home Living, pp. 79-80.
	Write or tell a story about a family, portraying each family member in one or more roles.	
Analyze parental behavior toward responsibilities for the family.	Examine list of family responsibilities in Reiff, page 80. Compile a list of the responsibilities shared by the class members in each of their families.	Reiff, Steps in Home Living, p. 80.
	After reading Cross, Chapters 1 and 2, complete projects 4 on page 57.	Cross, Enjoying Family Living, pp. 2-57.

CONCEPTS: Exploring Roles and Responsibilities

OVERALL OBJECTIVES: Demonstrate comprehension of the functions of the family and its members.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Review Cross, chapters 1 and 2 to identify and list the responsibilities of parents.	Cross, Enjoying Family Living, Chapters 1-2.
	Plan and present a panel discussion on the subject, "How Parents are Responsible."	
	In buzz groups discuss ways that parents and teenagers can understand each other better. Summarize the best ideas as suggested guides for action.	
	View the film, "Getting Along with Parents" to discover effective ways for teenagers and parents to understand each other.	Film: Encyclopedia Britannica.
	After reading short stories about parents and teenagers, analyze why the parents acted as they did.	
	In groups, list and discuss contributions you can and do make to your family. Decide how these contribute to happy family living.	
	Complete the rating sheet: "Are you doing your part at home?"	Bulletin: South Carolina State Department of Education, Measuring, Weighing, Valuing, pp. 13-16.
Describe the kinds of contributions individuals make to promote the well-being of families.	Read Jones and Burnham, pages 61-67 to learn how sharing responsibilities helps one become more mature.	Jones and Burnham, Junior Homemaking, pp. 61-67.

CONCEPTS: Facing Crises

OVERALL OBJECTIVES: Demonstrate ability to cope with crises through family adjustments.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the effects of a family crisis on a family.	Write the dictionary definition of crisis on the chalkboard. Participate in buzz groups to suggest meaning of the term as applying to families.	Dictionary.
List types of family crisis and name sources of help found in the local community.	List types of family crisis that might occur in homes in your community today. Discuss how family members might be affected in a family crisis. What feelings might be involved trying to solve a crisis?	
	Collect and display news stories of crises that would affect families and discuss how different families meet these crises.	Newspapers and Magazine Articles
	Identify the organizations and agencies in the community that help families.	Harrison, Public Welfare, No. 343.
Write a story describing possible solutions to selected family crises.	Write a story about a family crisis, telling how the members adjusted or solved the problems involved.	

CONCEPTS: Relating to Family Members

OVERALL OBJECTIVES: Evaluate the effects of interpersonal relationships on the quality of family living.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe solutions to given problems involving parental behavior.	View film, "You and your Parents" to analyze the necessity of growing up and achieving independence from parents.	Film: Coronet Film Company.
	Read Lewis, pages 52-60 to list guides for understanding how to be a teenager living in a family successfully.	Lewis, et al., Teen Horizons at Home and School, pp. 52-60.
	Select several situations from the list on page 52 in Lewis. Role play solutions that might be possible.	
	List suggestions for increasing communication within the family.	
	Read the case studies on pages 54-55 in Lewis. Discuss, using the questions on page 55, Lewis, as a guide.	Lewis, et al., Teen Horizons at Home and School, pp. 54-55.
	List ways you could improve relations within your own family. Compile all suggestions into a class list. What appears to be the most desired kinds of improvements in getting along with families?	
Identify possible causes and solutions for sibling relationship problems.	View film, "Who Should Decide" to find ideas for improving communication in decision making.	Film: Coronet Film Company.
	Collect descriptions of sibling relationship problems in a box labeled HELP! No names or identification should be used. Role play the part of the Peanuts cartoon character Lucy as the counselor. As each class member selects a problem from the HELP box, Lucy describes a possible solution. Take turns with class mates playing Lucy.	

CONCEPTS: Relating to Family Members

OVERALL OBJECTIVES: Evaluate the effects of interpersonal relationships on the quality of family living.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Select several sibling relationship problems and in buzz groups, list possible causes for the problem occuring. Select some method such as a collage, a poster, a bulletin board, a set of slides, etc., to portray the kind of interrelationships among family members that make families a good place to be a teenager.	

CONCEPTS: Managing Resources

OVERALL OBJECTIVES: Demonstrate ability to apply principles of management to the use of personal resources.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the essential concepts of management: 1. Wants and wishes. 2. Values. 3. Conditions and events. 4. Resources.	Recall your activities this morning from the time you awoke until you arrived at school. List the activities in the first column of a chart which has four columns. Mark with X those activities that you wanted to do. Keep the chart for later use. Discuss how the wants and wishes of an individual may become goals to be attained. Read Lewis, pages 372-373 to discover the meaning of management and goals. Write a definition for management and goals. Dramatize a family situation in which a teenager is expressing wants and wishes. Discuss and decide if any of the wants and wishes will become goals for the teenager. What goals can you identify? How long would it take for the teenager to accomplish each goal? Write a list of your goals by thinking of what you hope to accomplish today; this year; by the time you finish high school. Which of your goals affect only you? Which affect your family? Write a list of your family's goals. Decide which family goals you could help accomplish. Describe how you could help.	Lewis, et al., Teen Horizons at Home and School, pp. 372-373.

CONCEPTS: Managing Resources

OVERALL OBJECTIVES: Demonstrate ability to apply principles of management to the use of personal resources.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Define the term value.	Read Cross, page 64 for a definition of the term value. Check Lewis, page 42 , to see if authors agree. Write your own definition and list some values held by your family. Using the chart of activities started earlier, in the second column, write the personal values that affected each of your activities.	Cross, Enjoying Home Living, p. 64. Lewis, Teen Horizons at Home and School, p. 42.
Define the term resources.	Read Cross, pages 41-42, to discover whether you and your family have any resources. List the tangible and intangible resources available to your family and explain how these two types differ. Using the chart of activities, in the third column, list the resources you used for each activity. In the fourth column, list the resources you did not have or use but which would have made the activity more satisfying. Discuss the completed chart by answering questions such as: How do wants and wishes affect activities? How do activities reveal values? How does the availability of resources affect the activities and the feelings of satisfaction? Participate in brainstorming session to describe what would happen in the world if there were no clocks or calendars.	Cross, Enjoying Home Living, pp. 41-42.

CONCEPTS: Managing Resources

OVERALL OBJECTIVES: Demonstrate ability to apply principles of management to the use of personal resources.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Develop a time plan for a day showing the wise usage of time as a resource.	In buzz groups list ways a family benefits from time as a resource contributed by family members. List contributions of time as a resource that teenagers can make. Develop a time plan for one school day and one weekend day. Check the plan in action and write actual time used where the actual time use differs from the plan. With class members, discuss and decide on the value of using a written or mental time plan.	
Develop an earning and spending plan showing wise use of money.	Plan and conduct a survey to find out how boys and girls of your age secure money for their personal use. Compile the results and share the findings with the student body by preparing a newspaper article, a bulletin board or an exhibit. Include a description of ways students earn money. Read short stories about teenagers and money to determine whether or not money solves most problems. Role play situations where conditions and events made a difference in whether a teenager earned money. In analyzing the situation after the role-playing, decide if there were any alternatives available. What values were expressed in the role playing or in the analysis? Write a short paragraph about how wants and wishes, values, conditions and events, and resources affect the decisions of teenagers.	Co-ed, Forecast, Seventeen, Woman's Day, Family Circle.

Resources for Family Life Unit

Books:

Barclay, Marion S. and Frances Champion. Teen Guide to Homemaking. New York: Webster Division, McGraw-Hill Book Co., 1967.

Barclay, Marion S. and Frances Champion, Brinkley, Jeane Hayden and Funderburk, Kathleen W. Teen Guide to Homemaking. New York: Webster Division, McGraw-Hill Book Co., 1972.

Cross, Aleene. Enjoying Family Living. New York: J. B. Lippincott Co., 1967.

Jones and Burnham. Junior Homemaking. New York: J. B. Lippincott Co.

Lewis, Dora S., Anna K. and Banks, Marie. Teen Horizons. New York: The Macmillan Co., 1970.

McDermott, Irene E. and Florence W. Nicholas. Homemaking for Teenagers. Book I. Peoria: Charles A. Bennett Co., Inc., 1970.

Reiff, Florence M. Steps in Home Living. 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1971.

Bulletins, Booklets, Magazines and Pamphlets:

Consumer and Home Economics Education. Measuring, Weighing, Valuing. State Department of Education, Columbia, South Carolina 29201, 1970.

Public Affairs. Public Welfare. Pamphlet No. 343. 381 Park Avenue South, New York, N. Y.

Films, Filmstrips, Slides and Transparencies:

Coronet Film Company. Who Should Decide? 65 East South Street, Chicago, Illinois 60601.

Encyclopedia Britannica Films Inc. Getting Along With Parents. 1150 Wilmette Avenue, Wilmette, Illinois 60091.

PERSONAL RELATIONSHIPS

Interpersonal Relationships

Three Week Mini Unit

CONCEPTS: Understanding Self Concepts

OVERALL OBJECTIVES: Demonstrate comprehension of factors that influence the development of the self concept.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Define the term "self concept."	Study selected references to define the term "self concept." Discuss the findings as a class and cite factors of a positive and negative self concept.	Dictionary.
Describe factors that influence the development of the self concept.	Give your teacher a baby picture for bulletin board with the caption, Who am I? Leave space by each baby picture for a recent snapshot. After trying to identify class mates from their baby pictures, place the recent snapshot on the board. Participate in buzz groups to discuss the question, "What has made me what I am today?" List the ideas. Compile the lists by classifying them into categories of: 1. Inherited factors. 2. Influences from parents. 3. Influences from other family members. 4. Influences from school. 5. Influences from church (or religious beliefs.) 6. Influences from community (or neighborhood.) 7. Influences from reading. Look in a mirror and answer the question, "Who am I?" Share the answer with the class. Discuss the quotation "We learn about our self from the mirror of other people." What does the quotation mean? What do we see about ourself reflected from others?	Cross, Enjoying Family Living, p. 58.

CONCEPTS: Understanding Self Concept

OVERALL OBJECTIVES: Demonstrate comprehension of factors that influence the development of the self concept.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Compile a list of the characteristics of teenagers. Make a checklist of the characteristics, with two columns headed, "My Characteristics" and "The Characteristics I'd Like to Have." Analyze yourself by marking each characteristic in the appropriate column.	
	Write a short paragraph on "How I would Like to Improve Myself." Share with the class.	
	View selected film to discover how a girl named Eve changed herself and began to accept the qualities of others.	Film: McGraw-Hill Company, Choosing for Happiness.
Describe how interacting with others affects self-development.	Read Lewis, pages 37-45, to identify the importance of personality growth.	Lewis, et al., Teen Horizons at Home and School, pp. 37-45.
	Using the road map on page 40 in Lewis, answer the questions about yourself.	Lewis et al., Teen Horizons at Home and School, p. 40.
	Discuss the probable reactions and behaviors of others if you honestly answered each question on the road map with the most desirable answers. What would be the consequences for you and for your friends?	
	View the selected film to identify a teenagers thoughts, wishes, dreams, problems.	Film: Association Films, The Age of Curiosity.
Apply problem solving procedures to the solution of a self-selected problem.	Select a problem from the selected film or a self-chosen problem. Use the pointers on page 41 in Lewis to plan a solution.	Lewis, et al., Teen Horizons at Home and School. p. 41.

CONCEPTS: Understanding Self Concept
Conforming and Nonconforming

OVERALL OBJECTIVES: Demonstrate comprehension of factors that influence the development of the self concept.
Show comprehension of advantages and disadvantages in conforming to social pressures.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Select a problem that is of concern to you. Write the problem and a description of how you tried to solve it. Was the problem solved satisfactorily?	Newspapers and Magazines.
	Collect from media, articles on problems of young teenagers. Make a bulletin board with these. Using problem-solving techniques, try to analyze and understand why some of these problems exist and suggest ideas for change. Discuss learnings gathered on self concept and personalities previously discussed.	
	Write a brief autobiographical essay on "What I Think About ME."	
Clarify behavior as examples of conformity and nonconformity.	Write the definitions from the dictionary for conformity and nonconformity on the chalk board. Discuss the definitions and rewrite each definition in your own words.	Dictionary.
	View film, "Being Different" and list the advantages and disadvantages of nonconformity.	Film: South Carolina Department of Mental Health Film Library.
	View selected filmstrip and listen to record to learn why one should value nonconformity.	Filmstrip and Record: Guidance Associates, Dare To Be Different.
	Participate buzz groups to discuss how a person's self concept help in deciding when to conform and when to be different.	

CONCEPTS: Conforming and Nonconforming

OVERALL OBJECTIVES: Show comprehension of advantages and disadvantages in conforming to social pressures.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Dramatize a situation in which a teenager decides to be different because conforming would not be consistant with his self concept.	
	Analyze pictures of teenage fashions. Decide whether the way teenagers dress is an example of conforming or nonconforming behavior.	Pictures.
	Read Cross, pages 16-17, 59-60, to learn why peer approval is important to teenagers. Give examples by completing each of the following: 1. Parents influence teenagers to _____. 2. Church leaders influence teenagers to _____. 3. Teachers influence teenagers to _____. 4. Television influences teenagers to _____. 5. Personal ambition influences teenagers to____. For each example given, decide whether peer influence may be stronger than the influence from other sources.	Cross, Enjoying Family Living, pp. 16-17, 59-60.
Identify sources of social pressures.	Discuss with different persons in the community their feelings about certain good and bad social behaviors of young people and report their findings to the class.	
	Analyze yourself and indicate ways that you conform to peers and others. Indicate ways of nonconformity.	
	Make a list of reasons for belonging to peer groups. Share with the class.	

CONCEPTS: Looking at Dating

OVERALL OBJECTIVES: Identify aspects of extending friendships with the opposite sex.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Evaluate progress toward accomplishing developmental tasks.	Read the developmental tasks of the pre-teen, teenager and the adult, Lewis, Page 23. Decide which tasks you have already accomplished. Which ones are you working on at present? Which tasks relate to getting along with your peers? With peers of the opposite sex?	Lewis, et al., Teen Horizons at Home and School, p. 23.
Describe why teenagers date.	Discuss ideas about dating and group pressures while viewing transparencies: "Dating and Group Pressures."	Transparencies: Creative Visuals, Number 301.425 BBSS.
Identify qualities and resources that promote personal growth through dating.	Read Lewis, pages 86-88, to learn what is involved in developing dating skills.	Lewis, et al., Teen Horizons at Home and School, pp. 86-88.
	Use a collection box for questions about opposite sex friendships and beginning dating. Participate in a round table discussion to share ideas about questions.	
	Complete a checklist, "Am I ready to Date?"	Checklist: Teacher Prepared.
	Plan and conduct a survey on dating activities. Contact boys and girls, asking them to complete a questionnaire which includes questions on: 1. Enjoyable activities. 2. Desirable qualities in a date. 3. Costs of dating for boy; for girl.	

CONCEPTS: Looking at Dating

OVERALL OBJECTIVES: Identify aspects of extending friendships with the opposite sex.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe dating activities that promote desirable relationships.	Prepare a bulletin board to present results of survey. One idea you might use is to mount a gift-wrapped box tied with bright ribbon.	
	Use the caption "How to Tie a Beau" and pictures to illustrate dating activities and date characteristics.	
	View selected transparencies. Discuss ways of evaluating dating behavior. Consider the importance of family approval of date.	Transparencies: Creative Visuals No. 301, Evaluating Dating Behaviors.
	Role play dating situations involving common problems. After discussion of possible causes and consequences, role play a changed or improved situation.	
	Plan and present skits showing acceptable behavior in selected situations such as: 1. Accepting or refusing a date. 2. Ordering food in a public place. 3. Deciding what to do or where to go on a date.	
	Compile a list of local inexpensive date activities and publish as an article in the school newspaper.	
	After viewing films, "Beginning to Date", "Dating Do's and Don'ts" and "Dating Etiquette", making a personal list of suggestions you can use.	Film: Encyclopedia Britannica. Film: South Carolina Mental Health Film Library.
Identify stages of development from dating to marriage.	After viewing selected film, list advantages and disadvantages of going steady.	Film: South Carolina Mental Health Film Library, Going Steady.

CONCEPTS: Looking at Dating

OVERALL OBJECTIVES: Identify aspects of extending friendships with the opposite sex.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Talk with grandparents and/or parents to get information on dating in their day. Such as: 1. What did they do for fun? 2. What did parents expect of them? 3. When could they date? 4. What kinds of dates? 5. How did they dress? Report findings to class. Develop statements on how roles have changed.	McDermott & Nicholas, Homemaking for Teenagers, I: pp. 42-44.
	Prepare a bulletin board showing a dating ladder of stages leading from early dating to marriage.	
	Use a question box to solicit problems about dating. No names, please. In buzz groups working with a group of similar or selected problems, discuss possible solutions. After small group discussions, share ideas with class.	
Identify alternatives to marriage that promote self development.	Invite young adults, male and female who have chosen not to marry yet. Ask them to discuss living solo as an alternative to marriage. Analyze the advantages and disadvantages of a single life in contrast to married life.	

CONCEPTS: Choosing a Conduct Code

OVERALL OBJECTIVES: Predict implications of behavior as basis for developing a personal conduct code.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe why selected behavior may or may not be acceptable. Predict possible consequences of engaging in behaviors viewed as not acceptable in the community. Describe expectations of teenagers in family, society, and personal expectations.	From previous survey, identify what is and is not acceptable behavior in the community. Analyze the basis for the judgment in each case. Formulate a personal code of conduct. For each item, rate yourself on the degree to which you feel committed to the standard described. Discuss the meaning of socially accepted behaviors and conduct. Suggest items from own reading and experience which might be involved in the development of a code of conduct. Consider: 1. What factors determine a code of conduct? 2. What influences might affect your code of conduct? 3. Why is it difficult to form and follow? 4. What are some advantages of living by your code? List societal expectations of teenage boys and girls within own community by surveying community members and parents for their ideas. Compare results in class. Explain influences that the home, the community, and friends have on a person's ethical code.	

CONCEPTS: Building Skills: Social

OVERALL OBJECTIVES: Demonstrate comprehension of effects of personal behavior in interpersonal relationship settings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List social behaviors that establish a comfortable environment.	Define through discussion the term, extending courtesies. Explain how you feel when courtesies were extended to you. How do you feel after extending courtesies? Read Reiff, pages 40-50, and Cross, pages 49-54 to discover ways to develop social skills. Divide into committees to study and report on social skills for different occasions. Role play typical situations such as: 1. At school, party, movies. 2. Talking on the telephone. 3. Introducing others. 4. A guest in a friends house. 5. Eating out. 6. A host or hostess. Wear identification tags when role playing so class can identify players easily. Observe a demonstration and practice introductions, telephone conversations, general etiquette or other vocal social skills using a tape recorder. Play back and analyze to suggest any improvements necessary.	Reiff, Steps in Home Living, pp. 40-50. Cross, Enjoying Family Living, pp. 49-54.

CONCEPTS: Building Skills: Communication

OVERALL OBJECTIVES: Demonstrate comprehension of effects of personal behaviors in interpersonal relationship settings.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe social behaviors that promote consideration for others and the growth of self esteem.	Observe and report on examples of behavior that show consideration for the feeling and well-being of others. Discuss the feelings you have when someone pays you a genuine compliment or notices a special effort you have made or recognizes something you have accomplished. Decide how friends can help to promote self-esteem in each other through their behavior.	

CONCEPTS: Building Skills: Verbal and Non-Verbal

OVERALL OBJECTIVES: Demonstrate ability to apply communication skills as tools for promoting and maintaining interpersonal relationships.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Define the terms, verbal communication and non-verbal communication.	Construct a bulletin board depicting various types of communications, both verbal and non-verbal. Examples: Shaking hands, smiling, waving, talking together, crying, etc. Discuss illustrations from comics depicting situations involving communication. With a partner, sit back to back. Communicate without letting your partner see your face. Without words convey some particular feelings. Discuss the feelings that arise from the frustrations of not understanding. Repeat the communication, again without words, but face to face. Discuss the change in extent of understanding. Using body posture only, try to communicate a given idea. With class members, take turns assuming certain body postures to see if others can analyze what is being "said." View selected film to discover the problems a teenager had with communicating with parents. Discuss why some young people hesitate to talk over personal interests and problems with their families. Try to suggest how these relationships could be improved.	Film: International Film Bureau, Who is Sylvia.

Resources for Interpersonal Relationships Unit

Books:

Cross, Aleene. Enjoying Family Living. New York: J. B. Lippincott Co., 1967.

Lewis, Dora S., Anna K. and Banks, Marie. Teen Horizons at Home and School. New York: The Macmillan Co., 1970.

McDermott, Irene E. and Florence W. Nicholas. Homemaking for Teen-Agers. Peoria: Charles A. Bennett Co., Inc., 1970.

Reiff, Florence M. Steps in Home Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1971.

Films, Filmstrips and Transparencies:

Association Films, Inc. The Age of Curiosity. 347 Madison Avenue, New York 10017.

Creative Visuals. Box 1911, Big Spring, Texas
Dating and Group Pressures. #301.425 BBSS. 1969.
Evaluating Dating Behavior. #301.425 BESS. 1969.

Encyclopedia Britannica Films, Inc. Beginning to Date. 1150 Wilmette Avenue, Wilmette, Illinois 60091.

Guidance Associates. Dare To Be Different. P. O. Box 5, Pleasantville, New York 10570.

International Film Bureau. Who Is Sylvia. 332 South Michigan Avenue, Chicago, Illinois 60604.

McGraw-Hill Book Company. Film Division. Choosing for Happiness. 330 West 42nd Street, New York, New York 10036.

South Carolina Mental Health Film Library. 2214 Bull Street, Columbia, South Carolina 29201.
Going Steady
Dating Do's and Don'ts
Date Etiquette
Being Different.

53/54/55

PERSONAL ENVIRONMENT

Clothes

Two Week Mini Unit

CONCEPTS: Buying Clothing

OVERALL OBJECTIVES: Demonstrate ability to apply basic principles of clothing buymanship.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Construct a bulletin board, using clothing pictures which reveal roles played by youth and adults.	
Describe how clothing helps to identify individuals.	Read selected references regarding clothing of various cultures. Bring pictures of clothing suitable to and worn by different groups in society as to climate, values, cultures, work, etc.	Clayton, Young Living, 2nd ed., pp. 175-178. Pictures. Davis and Peeler, Lessons in Living for the Young Homemaker, pp. 169-196, 206-212.
	Read Reiff, pages 160-166, 87-90, to discover suggestions for how to care for your clothing.	Reiff, Steps in Home Living, pp. 160-166, 87-90.
	From a collection of pictures showing types of clothing worn by individuals in various occupations, climate, countries, etc., select one and describe the person depicted.	Barclay, et al., Teen Guide to Homemaking, Chapters 13, 14 and 16.
	Read Vanderhoff, pages 16-27, to discover how the clothing you wear reveals a lot of information about who you are and what kind of a person you are.	Vanderhoff, Clothes-Part of Your World, pp. 16-27.
Identify principles of buymanship regarding purchasing clothing items such as cost and quality.	Examine current youth fashions and discuss whether the garments would reflect values and ideals represented by class members.	
	View film, "Wardrobe" to list ways to plan for clothing needs.	Film: International Film Bureau.

CONCEPTS: Buying Clothing
Caring for Clothing

OVERALL OBJECTIVES: Demonstrate ability to apply basic principles of clothing buymanship.
Demonstrate ability to apply procedures for clothing care.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Examine clothing tags, labels and mail order catalog descriptions. Discuss the information found here. Does this information help the consumer?	
	Develop a check list of minimum standards of quality for purchasing clothing.	
	Bring in articles that were good buys and poor buys and make a display for use in class.	
	Conduct informal survey to determine from which stores most friends buy clothing. From this survey, write a paragraph or discuss how choices of friends influence own choice of store.	
Write the daily procedure necessary to keep clothes clean and in good repair.	Construct a bulletin board showing: "Sloppy Sally" "Awkward Ann" "Neat Nan" "Careful Carol" to be examples of the way people care for clothing. Discuss.	Reiff, Steps in Home Living, 2nd. ed., pp. 160-166, 87-90.
	Participate in small groups to interpret care instructions on labels already brought to class. Learn new and unfamiliar terms and symbols found on labels.	Labels.
	Check on a prepared check sheet or list the care instructions from several labels, classifying each phase or symbol under four main headings: 1. Washing: hand, machine, cold, medium, hot 2. Drying: low, high 3. Pressing or ironing 4. Dry Cleaning	Labels, Ads.

CONCEPTS: Caring for Clothing
Caring for Clothing: Laundering

OVERALL OBJECTIVES: Demonstrate ability to apply procedures for clothing care.
Demonstrate ability to apply procedures for laundering clothes.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Report findings to class.	
	Prepare and present a skit: "What You Wear Shows You Care."	
	Discuss what can be done in case a garment does not live up to what the label states.	Better Business Bureau or Consumer Protection Agency In Community.
Categorize clothing according to daily, weekly and seasonal care.	Make a daily weekly and seasonal check list for clothing care needs. Given several items of clothing, categorize according to daily, weekly and seasonal care.	Clothing Items.
	Evaluate your present clothing care practices. Resolve to improve at least one practice. Report progress at intervals to your teacher and/or class members.	
Lists the proper steps for (1) sorting, (2) washing, and (3) drying clothes.	View filmstrip, "Focus on the Family Wash" and list steps for washing clothes.	Filmstrip and Pamphlet: Proctor and Gamble.
	List and discuss equipment in a laundry center and its use.	
	View film, "This is the Way We Wash Our Clothes" and summarize in written sentences.	Filmstrip: Maytag Company.
	Discuss factors to consider when sorting and washing clothes: 1. construction 2. type of fabric 3. amount and kind of soil 4. color	

CONCEPTS: Caring for Clothing: Laundering

OVERALL OBJECTIVES: Demonstrate ability to apply procedures for laundering clothes.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Take a survey of types of soaps, detergents and other laundry products used in homes of class members. If possible, do a cost comparison. Prepare a bulletin board showing various products used in laundry such as: soaps, detergents, water softeners, bleaches, fabric softeners, etc. Discuss purposes and uses of these. Demonstrate prewash treatments. View filmstrip, "Washday Wonders", and list main ideas. Describe some experiences encountered when using commercial washers and dryers. Share ideas of practices that help save time, energy and money. Visit a laundromat and an automatic cleaning establishment. Discuss advantages and disadvantages of using these services. Demonstrate how to hang dresses, skirts, shirts, trousers and slips on line to dry. Discuss improved methods of hanging these articles on line. Discuss factors to consider when using a dryer: 1. time 2. temperature 3. removal Compare how steps differ for hanger drying clothes for drip dry and polyester knit garments.	Filmstrip and Pamphlet: Proctor and Gamble.

CONCEPTS: Caring for Clothing: Laundering
Caring for Clothing: Ironing and Pressing

OVERALL OBJECTIVES: Demonstrate ability to apply procedures for laundering clothes.
Demonstrate ability to apply procedures for ironing and pressing clothes.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Compare and contrast all drying methods to discover the fact that certain fabrics require a specific type of drying for proper end results.	
	Discuss and demonstrate how to care for garments which may require special handling such as: 1. hand washing 2. dry cleaning	
Demonstrate ironing and pressing basic techniques.	Display and discuss ironing and pressing equipment.	
	View film, "Press On Regardless", and summarize through questions and answers.	Film: DuPont de Nemours and Company.
	Practice using the iron at various temperatures on samples of various types of materials. Summarize the relationship between temperature and type of material.	
	View transparencies, "Techniques For Pressing", and discuss.	Transparencies: 3M Company.
	Demonstrate ironing and pressing basic techniques on garments brought from home such as dress, blouse, skirt, shirt and pants. Tablecloths or other flat linens may be included.	Bulletins: Lever Brothers, How To Wash And Iron A Man's Shirt Perfectly and Ironing A Shirt. Bulletin: Arrow Shirt Company, A Man's Shirt Is A Woman's Problem.
	Write a short paragraph to explain rules of pressing and ironing.	

CONCEPTS: Caring for Clothing: Removing Spots and Stains
Caring for Clothing: Repairing

OVERALL OBJECTIVES: Demonstrate ability to apply procedures for removing spots and stains from clothing.
Demonstrate ability to make simple clothing repairs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Demonstrate desirable ways of removing common spots and stains on samples of fabric.	Using Reiff, page 16 and bulletins, prepare a stain removal chart as a handout and worksheet.	Bulletin: U. S. Department of Agriculture, Stain Removal From Fabrics. Reiff, Steps in Home Living, p. 161.
	Demonstrate and discuss removal of common stains such as grass, blood, chewing gum, etc. (Caution with stains in garments) Given the necessary supplies and charts, practice techniques of removing one or two stains on samples of fabric.	
Demonstrate a proper method for making simple repairs such as sewing on buttons, sewing snaps, hooks and eyes and hemming.	Check individual wardrobe for clothes needing to be repaired. 1. Make a list. 2. Select one item and bring to repair in class. Use a personal garment to demonstrate how to make a simple repair. Assemble a home sewing kit for making simple repairs. Make a "quickie" or emergency sewing kit for each homeroom teacher in school as a service project. Observe a demonstration of a correct method and skills needed to make repairs: 1. length of thread 2. using double or single thread 3. threading a needle	

CONCEPTS: Caring for Clothing: Repairing
Caring for Clothing: Storing

OVERALL OBJECTIVES: Demonstrate ability to make simple clothing repairs.
Identify appropriate methods of storing clothing items.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	4. knotting the thread correctly 5. steps involved in repairs mentioned. Teach one friend outside of class to sew on button or make another type of simple repair. Bring friend's repair lesson to class for checking.	
Describe suitable personal storage for own clothing.	Bring different storage accessories to class to exhibit such as different types of hangers, shoe bags, racks, etc. Prepare an exhibit of useful storage items for personal clothing. Include some items that could be easily obtained or constructed. Make a simple clothing storage accessory for own personal use. Some suggestions are: 1. Cover coat hangers by crocheting with rug yarn, looping ribbon, etc. 2. Put metal cup hooks on a wooden coat hanger to use for storing belts. 3. Cover lids of small jars with contact paper or paint and arrange in a box for jewelry storage. Identify some of your storage problems and ask class to suggest ways to change or improve. View a display of several items that can be used to store or separate items in tote tray such as "silver" tray from dime store with divided spaces for storing different items.	

Resources for Clothes Unit

Books:

Barclay, Marion S., Frances Champion, Brinkley, Jeane Hayden and Funderburk, Kathleen W. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Co., 1972.

Clayton Nanalee. Young Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1970.

Davis, Martha J. and Yvonne M. Peeler. Lessons in Living for the Young Homemaker. Boston: Ginn and Co.

McDermott, Irene E. and Florence W. Nicholas. Homemaking for Teenagers. 6th ed., Book I. Peoria: Charles A. Bennett Co., Inc., 1970.

Reiff, Florence M. (revised by Elizabeth Reiff). Steps in Home Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1971.

Vanderhoff, Margie. Clothes-Part of Your World. Boston: Ginn and Co. 1968.

Bulletins, Booklets, Magazines and Pamphlets:

Arrow Shirt Company. A Man's Shirt Is A Woman's Problem. 433 River Street, Troy, New York 12180.

Lever Brothers. How To Wash and Iron A Man's Shirt Perfectly. 390 Park Avenue, New York, N. Y. 10022. Ironing A Shirt.

Sears, Roebuck and Company. Selecting Teen Fashion from Sears Hidden Value Series. Consumer Information Services, Dept. 703 - Public Relations, Chicago, Illinois 60611.

United States Department of Agriculture. Stain Removal From Fabrics. Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402.

Films, Filmstrips, Slides and Transparencies:

DuPont de Nemours and Company. Press On Regardless. Motion Picture Section, Advertising Department, Wilmington, Delaware 19898.

Resources for Clothes Unit

Films, Filmstrips, Slides and Transparencies:

International Film Bureau. Wardrobe. 332 South Michigan Avenue, Chicago, Illinois 60604 (Free)

Maytag Company. This is the Way We Wash Our Clothes. Linda Marshall, Home Service Department, Newton, Iowa 50208.

Proctor and Gamble. Focus on the Family Wash and Washday Wonders. Public Relations Department, Box 599, Cincinnati, Ohio 45201.

3M Company. Techniques for Pressing, Visual Products Division, 2501 Hudson Road, St. Paul, Minnesota 55119.

PERSONAL ENVIRONMENT

Self-expression Through Dress

One Week Mini Unit

69/70

CONCEPTS: Selecting
Color, Design, Line

OVERALL OBJECTIVES: Demonstrate comprehension that clothing is a mode of personal expression.
Demonstrate comprehension of effects of clothing design line on figure types.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe how three selected garments show self expression.	Using pictures of young people, discuss how the clothing worn tells about the personality and interests of each. Read selected references to clarify clothing communication.	Clayton, Young Living, 2nd ed., pp. 179-212.
	Demonstrate three articles of clothing which you feel best represents your self concept and several which do not and explain reasons.	Davis and Peeler, Lessons in Living for the Young Homemaker, pp. 157-168.
	Read McDermott and Nicholas, chapter 6, to answer the question, "Do you have clothes sense?"	McDermott and Nicholas, Homemaking for Teen-Agers, 1: 176-207.
	Discuss how clothing is used as a means of: 1. Self expression. 2. Self satisfaction.	
	Observe a display of garments with various trims and discuss how individuals can express creativity through clothing.	
Identify at least five main illusion lines in garment design and recognize the effect of various figure types.	Read selected references and observe pictures to define the term illusion and identify examples of illusions.	Selected Reference, Pictures.
	Observe posters that show illusions created by line.	Reiff, Steps in Home Living, 2nd ed. pp. 144-190.
	Construct a bulletin board with eight illusions. Select patterns and magazine pictures to illustrate each line.	Pattern Books and Magazines.

CONCEPTS: Color, Design, Line

OVERALL OBJECTIVES: Demonstrate comprehension of effects of clothing design line on figure types.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	View and discuss selected transparencies showing relationship of line to figure types: "Line and Design."	Transparencies: 3M Company.
	List figure types and deviations on board. Select pictures of styles of garments that best hide or camouflage the figure fault.	
Describe the effect of color and texture on selected figure type.	View filmstrips, "Color and You", "Color as You Wear It" and "Take a Look at Color." List effects of line in clothing.	Filmstrips: J. C. Penney Company.
	Discuss how different fabrics and textures affect quality of a color.	Spears, How to Wear Colors with Emphasis on Dark Skins, pp. 18-25.
	Make a bulletin board display of actual garments and card swatches showing examples of textures (bulky, smooth, shiny, rough, sheer, etc.).	
	View filmstrip, "Color in Your Clothes." Summarize. Examine color comparison charts that show effects of bright versus dull, light versus dark. Which colors are best for your figure type?	Filmstrip: McGraw-Hill Book Company.
	Using color collars decide and list the colors that are best choices for each individual.	
	Use colored samples of paper from magazines or fabric to create color schemes. Discuss how combinations of colors are used in clothing.	

CONCEPTS: Color, Design, Line
Ready-Made and Hand-Made Clothing

OVERALL OBJECTIVES: Demonstrate comprehension of effects of clothing design line on figure types.
Demonstrate comprehension of criteria in deciding whether to make or buy clothes.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Participate in class discussion to analyze the colors and lines that best suit individuals with different coloring and personality.	
List advantages of making clothes and of buying clothes and justify each advantage briefly.	Using purchased items of clothing, determine how much it would cost to make the same garment.	Clothing items.
	Using a clothing checklist on construction to evaluate and rate a ready-made garment from a local store with a hand-made one that is comparable in style and fabric.	Checklist.
	Tell some reasons why you bought or did not buy some particular garment.	
	List and discuss factors to consider before deciding when to buy or when to make a garment.	

CONCEPTS: Understanding Clothing Effects on Behavior

OVERALL OBJECTIVES: Show comprehension that clothing is a form of social behavior.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe fad, fashion and style by defining each term and citing an example of each in comtemporary clothing design.	Divide clothing examples into each of the three categories: fad, fashion and style.	
	Read Vandehoff, pages 2-12, to learn how clothing in the past influences clothing today.	Vanderhoff, Clothes - Part of Your World, pp. 2-12.
	List fads popular in past, such as gathered skirts and madra blouses and discuss whether or not girls would wear these now.	
	Inventory clothing to list items which you no longer wear. Write reasons. Discuss possible renovations.	
	Analyze pictures of clothing popular now and discuss whether or not given items represent a fad.	Fashion and Pattern Books.
	List fad brand names in your school. Discuss advantages and disadvantages of choosing by brand names.	
	View transparencies: "Clothing Interrelationships with Behavior Roles and Values." Discuss how values affect clothing choices.	Transparencies: 3M Company.
	Discuss factors to consider in determining clothing needs and their effect on ones behavior and attitudes: 1. Life style 2. Community 3. Age 4. Season 5. Personality	
	Discuss why people dress like their peers whether becoming to them or not.	

Resources for Self Expression Through Dress Unit

Books:

Clayton, Nanalee. Young Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc. 1970.

Davis, Martha J. and Yvonne M. Peeler. Lessons in Living for the Young Homemaker. Boston: Ginn & Co.

McDermott, Irene E. and Florence W. Nicholas. Homemaking for Teen-Agers. 6th ed., Book I. Peoria: Charles A. Bennett Co., Inc., 1970.

Reiff, Florence M. (revised by Elizabeth Reiff.) Steps in Home Living. 2nd ed., Peoria: Charles A. Bennett Co., Inc., 1971.

Spears, Charleszine W. How to Wear Colors with Emphasis on Dark Skins. Minneapolis: Burgess Publishing Co., 1969.

Vanderhoff, Margie. Clothes - Part of Your World. Boston: Ginn and Co., 1968.

Films, Filmstrips, Slides and Transparencies:

J. C. Penney Company. Educational and Consumer Relations, 1301 Avenue of Americas, New York, N. Y. 10019.
Color and You
Color As You Wear It
Take A Look at Color.

McGraw-Hill Book Company. Text-Film Division, 330 West 42nd. Street, New York, N. Y. 10036.
Color in Your Clothes
Your Clothing.

3M Company. Visual Products Division, 2501 Hudson Road, St. Paul, Minnesota 55119.
Line and Design
Clothing Interrelationships with Behavior Roles and Values.

PERSONAL ENVIRONMENT

Making a Simple Project

Three Week Mini Unit

77/78

CONCEPTS: Deciding on a Fabric

OVERALL OBJECTIVES: Identify qualities of a fabric suitable for construction of a project.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		(Suggested simple projects: poncho, straight skirt with elastic waist band, apron, sleeveless blouse, sleeveless shift, beach bag, head scarf and stuffed animals).
Select fabric suitable for project.	Examine one half yard samples of fabrics that are easy or difficult to handle in sewing. List the characteristics of the easy-to-sew fabrics and of the difficult-to-sew fabrics.	Clayton, Young Living, 2nd ed., pp. 219-324.
		Reiff, Steps in Home Living, 2nd ed., pp. 166-169.
	Observe a collection of pattern envelopes to find how the pattern can be identified if it is easy to construct. Discuss and decide by looking at the pictures and diagrams on the envelope why the patterns that are difficult to sew are more complex. Look for: 1. Straight versus fitted seams. 2. Plain neckline versus collar or ruffle. 3. Faced, sleeveless arm hole versus sleeves. 4. Unfitted or semifitted versus fitted, pleated, gathered, etc.	McDermott and Nicholas, Homemaking for Teen-Agers, 6th ed., Chapter 7.
		Davis and Peeler, Lessons in Living for the Young Homemaker, pp. 198-205, 214-215.
	Observe an exhibit of suitable fabrics for the selected project.	Exhibit of Samples: Easy to handle: Firmly woven Straight grainline Solid colors No right or wrong side Overall prints

CONCEPTS: Deciding on a Fabric
Using a Pattern

OVERALL OBJECTIVES: Identify qualities of a fabric suitable for construction of a project.
Demonstrate ability to apply appropriate procedures in using a pattern for project construction.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
		Difficult to handle: Slip or stretch Pucker Flimsy Stiff "Off" prints Napped
	Ask a sales person what widths of fabrics are available and how you can decide on the yardage needed for given widths.	
Identify differences in easy-to-sew and difficult-to-sew patterns.	Listen to illustrated talk on differences to look for in "easy" and "difficult" patterns. Observe three easy and three difficult pattern envelopes and list differences.	Bulletin Board Display of Pattern Envelopes. Pamphlet: Simplicity Pattern Company. What Pattern Type and Size for You.
	Examine two garments (one easy-to-sew and one difficult-to-sew) by turning them inside out and looking to see how many more seams, etc., are involved in a difficult to sew pattern.	
Identify the guide sheet and pattern pieces in a given pattern envelope.	Use a pattern envelope to learn the correct way to read the yardage chart for fabric yardage. Locate and find out purpose of other envelope information such as: notions, back views and suggested fabrics. Observe a demonstration of the pattern markings and their uses as found on several types of pattern pieces.	

CONCEPTS: Using a Pattern
Using Sewing Equipment

OVERALL OBJECTIVES: Demonstrate ability to apply appropriate procedures in using a pattern for project construction.
Demonstrate ability to use sewing equipment appropriately in the construction of a simple project.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Construct a bulletin board to display a basic pattern piece with pointers for identification of each symbol or term used.	Bulletin Board Display of Pattern Pieces.
	Observe and analyze a chart on functions of pattern symbols and markings from pattern companies.	Simplicity Pattern Company, McCall Pattern Company, Vogue Pattern Company.
	Explore ideas and possibilities for decorating projects. Look for examples of applique, monograms, embroidery and other examples. With your teacher, decide on which you will choose.	
Demonstrate the proper use and care of sewing equipment by constructing a project.	Construct "The Notions Tree" bulletin board of basic personal sewing equipment. Display several types or brands of each item and discuss advantages and disadvantages.	
	View selected transparencies on simple personal sewing items to identify types and characteristics of various pieces.	Transparencies: 3M Company, Sewing Equipment.
	Observe a demonstration of the use of the sewing machine. Memorize the names of the essential parts of the machine. Respond to a test on sewing machine parts.	
	Using charts, "Use and Care of the Sewing Machine", practice threading and stitching.	Charts: Singer Sewing Machine Company.
	Make a progress chart and evaluate your mastery in your use of the sewing machine. Include:	

CONCEPTS: Using Sewing Equipment

OVERALL OBJECTIVES: Demonstrate ability to use sewing equipment appropriately in the construction of a simple project.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	1. Naming the major parts. 2. Threading. 3. Setting length of stitches. 4. Stitching. 5. Starting. 6. Stopping 7. Controlling speed.	
	Read references recommended to answer questions or help solve problems before asking the teacher or a classmate for help. Strive for independence in learning.	Selected References.
Demonstrate procedures in keeping tote tray or sewing box neat and orderly.	Make a list of articles needed in your tote tray or sewing box and watch a demonstration of how to keep them neat and orderly.	

CONCEPTS: Constructing a Simple Project.

OVERALL OBJECTIVES: Demonstrate ability to apply construction techniques of a simple project.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Prepare fabric for grain perfection.	Observe a demonstration of methods of truing the fabric or making fabric grain perfect. Watch a demonstration of straightening the ends of fabric and straightening grainline. View transparencies, "Sewing Techniques." After viewing demonstration, prepare your fabric for use.	Transparencies: Nasco, Fabric Structure and Grain. Transparencies: 3M Company.
Apply correct procedure for laying out and cutting pattern and marking pieces on project.	Observe demonstration and list procedure to: 1. How to lay out pattern on fabric. 2. How to cut. 3. Several methods of marking. View selected transparencies, "Markings", and decide which method you should use. Examine exhibit of examples of each process as guides while you construct the project. Following each demonstration, complete the next step in the construction of your project.	Transparencies: 3M Company. Examples of each construction step, full size, mounted with instructions.
Demonstrate pressing techniques for your project and explain why they are appropriate.	View filmstrip, "Press as you Sew", and summarize. Observe demonstration of pressing equipment available in department. Discuss reasons for pressing while sewing.	Filmstrip: General Electric Company.

CONCEPTS: Constructing a Simple Project

OVERALL OBJECTIVES: Demonstrate ability to apply construction techniques of a simple project.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Compare one project that was pressed while being made and one that was not. Summarize differences.	
Apply procedure for accurate seam allowances and finishes.	Given a fabric sample, mark and stitch a straight seam and a dart, working more for accuracy than speed.	
	View transparencies, "Stay Stitching and Directional Stitching." Summarize.	Transparencies: 3M Company.
	Develop a score card by class discussion to use for individual evaluation for project construction.	
	Upon completion of project, make and attach a hang tag containing such information as: fiber content, color fastness, instructions for care, special features or finishes and cost of item.	

Resources for Making a Simple Project Unit

Books:

Clayton, Nanalee. Young Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1970.

Davis, Martha J. and Yvonne M. Peeler. Lessons in Living for the Young Homemaker. Boston: Ginn and Co.

McDermott, Irene E. and Florence W. Nicholas. Homemaking for Teenagers, 6th ed., Book I. Peoria: Charles A. Bennett Co., Inc., 1970.

Reiff, Florence M. (revised by Elizabeth Reiff). Steps in Home Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1971.

Pamphlets, Charts:

Simplicity Pattern Company. What Pattern Type and Size for You. 200 Madison Ave., New York, N. Y. 10016.

Singer Company, Educational Department. Use and Care of the Sewing Machine. 30 Rockefeller Plaza, New York, N. Y. 10020.

Films, Filmstrips, Slides and Transparencies:

General Electric Company. Press As You Sew. Housewares Division.

Nasco. Fabric Structure and Grain. Fort Atkinson, Wisconsin.

3M Company. Box 3344, 2501 Hudson Road, St. Paul, Minnesota 55101.
Markings
Sewing Equipment
Sewing Techniques
Staystitching and Directional Stitching.

PERSONAL ENVIRONMENT

The Home

Three Week Mini Unit

87/88

CONCEPTS: Exploring Space

OVERALL OBJECTIVES: Demonstrate comprehension of factors which determine amount of space available.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the effect of amount of space on personal feelings.	Sit in a small area for short period of time and write your feelings. Go into a larger surrounding area and write your impressions.	Phihol and Brown, Evaluation Material, Physical Home Environment and Psychological and Social Factors, pp. 100-118.
	Discuss feelings when entering a tunnel as compared with leaving it or feelings in an elevator as to being out of it.	Hall. The Hidden Dimension.
	View pictures of small rooms and compare with pictures of large ones. What effect does the amount of space have on personal feelings?	Bulletin: Clemson Extension Service, No. 74.
	Discuss with an art teacher the idea of space and how an artist creates impressions of openness in paintings.	
Select illustrations of different mutual space relationships.	Define the term human territorial dimensions. Discuss examples. List three persons in the room whom you want close to you, farther away, and at a great distance. Never tell anyone whose names you listed. Decide whether this listing illustrates the term, human territorial dimensions.	Phihol and Brown, Evaluation Material, Physical Home Environment and Psychological and Social Factors, pp. 100-118.
	Use a checklist to rate groups of people (parents, siblings, friends, teachers, doctors, etc.) according to closeness desired. Rate very close, close, or distant.	
	Using pictures of people in group situations decide whether persons shown know each other (1) well (2) casually or (3) not at all by their space relationship to one another.	

CONCEPTS: Exploring Space: Importance

OVERALL OBJECTIVES: Demonstrate comprehension of effects of space on personal behavior.
Demonstrate comprehension of furnishings' arrangement.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Discuss how emotions are involved in space relations such as persons in agreement are closer together and persons in disagreement farther from each other. With a partner, see if you can act out anger close to partner; act out telling partner something very special about him or her.	
Describe how space influences activities and need for privacy.	Measure space in classroom and set up to role play a situation in a bedroom (10' x 12') shared by four sisters, and same space shared by two sisters. List how one can better manage within the restrictions of his own situation. Discuss the listings. Discuss what happens when one has no chance to be by oneself. Participate in buzz groups. Explore the individual needs for privacy. Select two magazine pictures showing a small bedroom and an adequate one. Discuss privacy and activity achieved when room is shared. Write a short story telling how amount of space has affected an activity that he or she enjoys.	Phihol and Brown, Evaluation Material, Physical Home Environment and Psychological and Social Factors, pp. 100-118.
State principles of arrangements as related to size and shape of enclosed space.	Experiment with various arrangements of room furnishings using cut outs and floor plans. From experiments, list principles of furniture arrangement on chalk board. View transparencies, "Room Arrangements." Discover examples of room arrangements that illustrate principles.	Lewis, et al., Teen Horizons at Home and School, pp. 389-402. Kit: Kroehler Company, Kroehler Furniture Teaching Aids. Transparencies: Scholastic Book Service, No. TM 7.

CONCEPTS: Exploring Space: Influence of Color, Light and Proportion

OVERALL OBJECTIVES: Demonstrate comprehension of influence of selected factors on space.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Demonstrate how selected situations are influenced by space, lighting, proportion and color.	Leave light off for a few minutes at beginning of class on a dark day and discuss the difference when lights are suddenly turned on. View visual which shows equal area of a bright and dull color and decide which appears larger or smaller. Discuss how the color wheel can help with decisions when space is a problem. Read selected reference to discover effect of color on space. Look at duplicated reproductions of diagrams showing various proportions of furniture and windows as related to space and discuss which proportions seem most pleasing. Can you discover any general rules for proportion related to space? View pictures showing adequate lighting, color and proportion in relation to space. Write a summary sentence about the effect of light, color and proportion on space.	Phihol, Evaluation Material, Physical Home Environment and Psychological and Social Factors, pp. 100-118. Check with local Power Company for educational aids on home lighting. Bulletin: Clemson University Extension Service, Home Furnishings. Craig and Rush, Homes with Character. pp. 105-113.

CONCEPTS: Examing Activities
Assessing Needs: Personal and Family

OVERALL OBJECTIVES: Show comprehension of space requirements for selected family activities.
Demonstrate knowledge of personal and family housing needs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List ten home activities from a given floor plan and identify areas in which each activity appropriately occurs.	List every activity that takes place in the home (work in groups of 4 students to make listing; two groups combine their listings; keep combining groups until class makes a composite listing). Using composite listing, look at floor plans in relationship to space and equipment required for various activities. Be sure listing includes simple things such as eating, reading, dressing, sleeping, studying, traffic patterns, and playing. Measure and set up simulated settings for various activities and discuss adequacy or inadequacy of space for various activities, for various family groupings with selected characteristics - as age of members, etc.	Barclay, Teen Guide to Homemaking, pp. 99-120.
Identify and distinguish between personal and family needs for housing.	Make a list of personal needs in a home. Compile a list of a particular family's needs, given their characteristics.	Barclay, et al., Teen Guide to Homemaking, pp. 204-209.
	Discuss needs of families including elderly or persons with special needs.	Lewis, et al., Teen Horizons at Home and School, pp. 368-377.
	Visit a nursing home as class, individually or with other groups. Using a checklist provided, record unique housing features.	
	Listen to tape recording and use posters and transparencies, "The Home: An Environment for Human Growth", to provide basis for discussion in buzz groups on how individuals can make their homes a better environment for human growth.	Transparencies, Tapes and Posters: J. C. Penney Company.

CONCEPTS: Exploring Housing Solutions

OVERALL OBJECTIVES: Demonstrate knowledge of variety of housing types.
Show comprehension of effects of kind and quality of housing on total community.
Show comprehension of society's responsibility and efforts to provide public housing.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe types of housing common to locale.	Survey types of homes in neighborhood. Respond to a slide tour of various types of houses common to the locale by listing the types.	Teacher developed slide presentation.
	Note any improvements in housing underway in area and find out how it is being accomplished. Report findings to class.	
	Invite a resource person: Builder, Real Estate Agent, Architect, Developer, etc., to talk on local housing types.	Resource Person.
Identify community efforts to improve local housing through selected newspaper articles.	Use bulletin board to display news articles related to local housing problems and efforts toward solutions. Discuss.	Newspapers.
Describe public housing facilities in locale using available information.	As a class group, discuss why students who live in public housing may be sensitive about discussions relating to how and why public housing is financed. Decide how the class can learn about public housing without offending individuals involved.	
	Interview in class a resource person related to housing, local politician, city planner, architect, realtor, builder, developer, etc., on public housing facilities.	Resource Person.
	Take a field trip to local housing projects, private or government.	

CONCEPTS: Taking Safety Measures

OVERALL OBJECTIVES: Identify features which make a home unsafe.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Develop a list of safety factors to consider in the home.	Read Barclay, Page 226 and other references to seek out home safety information. View film, "How to have an Accident in the Home", to identify safety hazards. Prepare a checklist on home safety features. Using the checklist, conduct a safety survey of your home. As a class group, conduct a safety survey at school. Invite a fire inspector as resource person to talk on home safety. Conduct a poster contest on Home Safety.	Barclay, et al., Teen Guide to Homemaking, p. 226. Film: South Carolina State Board of Health. Resource Person.

Resources for The Home Unit

Books:

Barclay, Marion S., Champion, Frances; Brinkley, Jeanne Hayden and Funderburk, Kathleen W. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Co., 1972.

Craig, Hazel T. and Ola D. Rush. Homes with Character. Boston: Heath Co., 1966.

Hall, Edward T. The Hidden Dimension. Garden City: Doubleday and Co., Inc., 1966.

Lewis, Dora S., Banks, Anna K. and Banks, Marie. Teen Horizons at Home and School. New York: The Macmillan Co., 1970.

Phihol, Jane and Marjorie Brown. Evaluation Material, Physical Home Environment and Psychological and Social Factors. Minneapolis: Burgess Publishing Co., 1969.

Bulletins, Booklets, Magazines, Pamphlets and Kits:

Clemson Extension Service. Home Furnishings Series, No. 74, Chandler. (Free)

Kroehler Manufacturing Company. Teaching Aids Kit. Consumer Education, Naperville, Illinois 60540.

Films, Filmstrips, Slides and Transparencies:

J. C. Penney Company. The Home: An Environment for Human Growth. (free on loan at local store) or 1301 Avenue of Americas, New York, N. Y. 10019.

South Carolina State Board of Health. How to Have an Accident in the Home. (free on loan) J. Marion Sims Building, Columbia, S. C. 29201.

Scholastic Book Service. Room Arrangement. Visual Master #TM 7. 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

PERSONAL ENVIRONMENT

Storage and Simple Accessories

One Week Mini Unit

97/98

CONCEPTS: Storing Belongings
Improvising Storage Aids: Personalization and Construction

OVERALL OBJECTIVES: Develop appropriate plans for storing personal belongings.
Construct a simple and inexpensive storage aid.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Analyze personal possessions requiring storage and develop an efficient plan for storage.	Read references and summarize in discussion. List all personal belongings.	Barclay, et al., Teen Guide to Homemaking, pp. 156-157, 179, 241, 246-247, 306-307.
	Examine pictures of types of storage. Identify items in pictures that are similar to your personal possessions.	
	Analyze your personal storage facilities at home.	Leaflet: Clemson Extension Service, Housing. Nos. 200, 201 and 202.
	Match list of personal belongings to storage facilities at home.	Richards, Do It Yourself Home Decorating Ideas.
	Discuss and list ways of improving existing storage either at home, at school, or both.	
	Plan space to store personal hobby materials grooming aids.	
	Plan storage space for all personal clothing (if not done in clothing unit.)	
	Observe a drawer with articles just "thrown in." Rearrange to demonstrate the amount of space available and how much easier it is to find articles.	
Construct and decorate a storage accessory for personal use.	Prepare an illustrated report showing several methods of storing the same items. Share reports with class.	Bulletin: Clemson Extension Service, Storage.

CONCEPTS: Improvising Storage Aids: Personalization and Construction

OVERALL OBJECTIVES: Construct a simple and inexpensive storage aid.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Form committees of students to report on: 1. Accessories available in "closet boutique." 2. Improving shelf storage. 3. Improving box or drawer storage. 4. Improving closet storage by addition of shelves, boxes and/or drawers as well as hanging storage facilities. (Example: skirt held on hanger with clothes pins.)	Richards, Do It Yourself Home Decorating Ideas.
Demonstrate individuality in decorating storage facilities.	Construct a storage accessory for own use and decorate it with own personal design. Show ways to individualize decoration of existing storage using inexpensive materials.	Samples of possible decorations.

Resources for Storage and Simple Accessories Unit

Books:

Barclay, Marion, S., Champion, Frances; Brinkley, Jeanne Hayden and Funderburk, Kathleen W. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Co., 1972.

Richards, Mary Anne. Do It Yourself Home Decorating Ideas. Montgomery: Favorite Recipes Press, 1970.

Bulletins, Booklets, Magazines and Pamphlets:

Clemson Extension Service. County Office or Clemson University Extension Service, Clemson, S. C.
Housing #200, 201, 202. (free)
Storage. (free)

PERSONAL ENVIRONMENT

Housekeeping

One Week Mini Unit

CONCEPTS: Assisting with Tasks: Daily, Weekly and Seasonal

OVERALL OBJECTIVES: Demonstrate comprehension of personal contributions to operating a home and family.
Recognize tasks required to operate and maintain a home and family.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify ways to help at home with family tasks.	Do a hand-count survey by listing all home cleaning responsibilities and tabulating count of hands of those who do each. Discuss results.	Kit: Proctor and Gamble, Home Care Teaching Aids.
	View selected filmstrip and list home care responsibilities. Share with class.	Filmstrip: Proctor and Gamble, Road to Responsibility.
	View selected transparency and discuss items to consider in planning use of time.	Transparency: Scholastic School Service, Planning Your Time.
	After reviewing reference materials, write other jobs you could do to help at home. Discuss why sharing in the care of the home is important in self-development.	Lewis, et al., Teen Horizons at Home and School. pp. 378-383. Clayton, Young Living, pp. 343-348
Describe housekeeping jobs which are done daily, weekly, seasonally, and occasionally.	Categorize jobs that are done daily, weekly, seasonal and occasionally from class compiled list.	Kit: Proctor and Gamble, Home Care Teaching Aids. Lewis, et al., Teen Horizons at Home and School, pp. 378-383.
	Make a bulletin board of pictures of teenagers helping with home tasks. Number each picture. Accurately identify on paper whether each task is performed daily, weekly, seasonally or occasionally.	

CONCEPTS: Cleaning

OVERALL OBJECTIVES: Use appropriate procedures for house cleaning.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Demonstrate housekeeping practices with selected supplies.	With teacher's help, develop outline to follow when doing a research project. Develop forms for recording results. In teams of two, use research methods to study various ways to do one housekeeping job. After analyzing results, demonstrate best way to class and tell why it is best.	Kit: Proctor and Gamble, Home Care Teaching Aids.
	Prior to doing jobs several ways, view filmstrip, "Household Helpers."	Filmstrip: Proctor and Gamble.
	During each demonstration of the best method for doing jobs, take polaroid pictures and use photos to make a bulletin board or posters on "Help Wanted at Home."	Barclay, et al., Teen Guide to Homemaking, pp. 167-180, 246-251. Craig and Rush, Homes with Character, pp. 293-302.
Demonstrate proper use and precautions of cleaning products according to label directions.	Collect from home common household cleaning product labels, display and compare. Demonstrate using and storing products.	Clayton, Young Living, pp. 325-347. Reiff, Steps in Home Living, pp. 77-95.
	Watch a demonstration, then try: Use of vacuum cleaner, how to dust, use of dusting aids, cleaners and waxes. Relate to assuming responsibilities at home.	McDermott and Nicholas, Homemaking for Teenagers, 1: pp. 117-131.

Resources for Housekeeping Unit

Books:

Barclay, Marion S., Champion, Frances; Brinkley, Jeanne Hayden and Funderburk, Kathleen W. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Co., 1972.

Clayton, Nanalee, Young Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1970.

Craig, Hazel T. and Ola D. Rush. Homes with Character. Boston: D. C. Heath and Co., 1966.

Lewis, Dora S., Anna K. and Banks, Marie. Teen Horizons at Home and School. New York: The MacMillan Co., 1970.

McDermott, Irene E. and Florence W. Nicholas. Homemaking for Teenagers, 6th ed., Book I. Peoria: Charles A. Bennett Co., Inc., 1966.

Reiff, Florence M. Steps in Home Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1971.

Kits:

Proctor and Gamble. Home Care Teaching Aids Kit. c/o Miss Jean Learn, Supervisor, Educational Services, P. O. Box 599, Cincinnati, Ohio 45201. (free)

Films, Filmstrips, Slides and Transparencies:

Proctor and Gamble. c/o Miss Jean Learn, Supervisor, Educational Services, P. O. Box 599, Cincinnati, Ohio 45201 (free)

Road to Responsibility
Household Helpers.

Scholastic School Service. Planning Your Time. Visual Masters TM 20. 904 Sylvan Avenue, Englewood Cliff, New Jersey 07632.

PERSONAL DEVELOPMENT

Changes

Two Week Mini Unit

CONCEPTS: Growing: Physically

OVERALL OBJECTIVES: Show comprehension of aspects of physical growth experienced at transescence.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe five examples of physical growth which occur at transescence showing differences from person to person.	Discuss in small groups the physical development, figure development, time of first menstrual period expected for ages 13-16 years. Read selected references and discuss. Compare differences and similarities of expected physical development relating that each difference may still be very normal growth.	Lewis, et al., Teen Horizons at Home and School, pp. 120-122. McDermott and Nicholas, Homemaking for Teen-Agers, 1: pp. 15-45. Life Cycle Center.
	Identify characteristics of physical growth such as nose enlarging before jaw, acne as a result of imbalance of hormones, arms and legs extending before becoming accustomed to them, and rounding of hips. Acquaint self with community agencies and physicians which are helpful during transescence such as dermatologist.	
	Read references to discover characteristics of your present stage of physical development.	Teacher Selected.

CONCEPTS: Growing: Emotionally

OVERALL OBJECTIVES: Show comprehension of emotional characteristics of transescence.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe five factors of emotional growth which are influential at transescence.	Discuss factors which affect changes in emotions such as too great expectations by adults, hormone imbalance, desire to violate social standards.	
	Read selected references to identify characteristics of emotional growth.	Reiff, Steps in Home Living, pp. 7-15.
	Present skits to illustrate adolescent emotional behavior which was identified.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 180-191.
	Keep a diary for one week, recording what kind of day each day was, including feelings of happiness, sadness, and causes for the feelings. At the end of the week, discuss the records and try to arrive at a general statement that summarizes emotional behavior.	Hatch, What You Should Know About Sex and Sexuality, pp. 17-48.
	Read references to use as an explanation of what is typical and what are individual differences in emotional growth.	Teacher Selected.

CONCEPTS: Growing: Socially

OVERALL OBJECTIVES: Identify effects of growing up on social relationships in and outside of the family.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe five examples of social growth which occur at transescence explaining how this growth is ensured.	Identify characteristics of social growth, such as ability to work with many age levels, skills in conversation, game skills, etc.	Clemson Extension Service, Wendy Ward Manual. Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 150-161.
	Plan and present socio-dramas depicting social growth or lack of it.	Clayton, Young Living, pp. 17-30. Reiff, Steps in Home Living, pp. 27-39. Lewis, et al., Teen Horizons at Home and School, pp. 66-92.
	Write the relationship of a person with whom you get along well and a person you do not get along well with. Use papers as basis for class discussion. What adjustments can be recommended in each case. Practice some social graces such as, "small talk", making people feel welcome, using cup and saucer in lap or standing, extending condolences or praise, etc.	
	Read selected reference to gain insight about social growth.	Ainsworth, The Distant Promise.

CONCEPTS: Interrelating Aspects of Growth

OVERALL OBJECTIVES: Identify effects of growing up on emotional and social status of transescence.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Explain the effect of one type of growth on another type of growth and give examples.	Read in Reiff and write illustrations of how self concept changes from childhood to adulthood, according to whether or not physical, social and emotional growth has moved toward broad community norms.	Reiff, Steps in Home Living, pp. 9-26. McDermott and Nicholas, Homemaking for Teen-Agers, pp. 15-46.
	Listen to guidance counselor, child psychiatrist, etc., tell about interrelationship of social, emotional and physical growth. Discuss presentation.	Lewis, et al., Teen Horizons at Home and School. pp. 110-125.
	Using case studies, discuss in buzz groups, the interrelationship to physical, emotional and social growth. Use a different case for each group.	Clayton, Young Living, pp. 13-29.
	Complete a personal checklist on evidences of maturity.	
	View filmstrip and listen to record, "Values for Teen-Agers - The Choice is Yours." Discuss the key ideas with classmates.	Guidance Associates.
	Read references to discover ideas relating to the interrelated nature of development during transescence.	Teacher Selected.

CONCEPTS: Coping with Fears and Concerns

OVERALL OBJECTIVES: Show comprehension of common concerns of transescents and effective ways of dealing with concerns.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the frequent fears and concerns of transescents identifying the ones which cannot be controlled.	Participate in a fear party. Describe his-or her major fears and concerns. List other fears or concerns about yourself or your life without signing names. Collect and discuss with class the various fears and how they are learned.	Lewis, et al., Teen Horizons at Home and School, pp. 1-25.
	Using case studies, identify the fears and concerns of young adolescents. Discuss how fears are learned and methods of dealing with fears.	
	Read references to gain intellectual power in dealing with fears.	Teacher Selected.
	In round table discussion differentiate between causes of controllable and uncontrollable fears.	
	View filmstrip and listen to record: "I Never Looked at it That Way Before." Summarize main ideas.	Guidance Associates.

CONCEPTS: Coping with Personal Problems

OVERALL OBJECTIVES: Demonstrate ability to identify possible causes of personal problems.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Write a letter in answer to one which cites a problem in an effort to explain cause and effect of the problem and a possible solution.	Conduct survey in class to identify problems of your group. Compile and discuss survey.	Lewis, et al., Teen Horizons at Home and School, pp. 1-125.
	Read selected references to study further problems.	Ainsworth, Look for Tomorrow.
	Write a letter to Ann Landers outlining a problem and asking for help. Disguise any names used to prevent identification.	Newspaper: Ann Landers Column; Dear Abby Letters.
	Redistribute letters. With references and teacher help, write answers to letters.	Teacher Selected.
	Participate in session to show effective and ineffective ways to handle problems. Discuss alternatives and probable outcomes.	
	View filmstrip and listen to record, "The Tuned-Out Generation."	Guidance Associates.
	View transparencies, "Emotions and Social Attitudes", and discuss how emotions affect social attitudes.	Creative Visuals.

CONCEPTS: Coping with Social Problems

OVERALL OBJECTIVES: Demonstrate ability to identify possible solutions for common problems.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Suggest a solution for coping with given problems.	Discuss possible origins of common problems such as: 1. Home affects school, school affects home. 2. Personal traits affect home and school. 3. Expectations of teacher affects students efforts, etc. Respond to a minister or mental health person talk on effective ways of handling problems by listing methods he discusses and checking the solution you may already use. Review problem solving procedures studied earlier.	

Resources for Changes Unit

Books:

Ainsworth, Norma R. The Distant Promise. New York: Scholastic Book Services, 1970.

Ainsworth, Norma R. Look for Tomorrow. New York: Scholastic Book Services, 1970.

Barclay, Marion S., Champion, Frances; Brinkley, Jeanne Hayden and Funderburk, Kathleen W. Teen Guide to Homemaking, 3rd ed. New York: Webster Division, McGraw-Hill Book Co., 1972.

Clayton, Nanalee. Young Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1970.

Clemson Extension Service. Wendy Ward Manual. County Office.

Hatch, Claudia. What You Should Know about Sex and Sexuality. New York: Scholastic Book Services, 1969.

Lewis, Dora S., Anna K. and Banks, Marie. Teen Horizons at Home and School. New York: The Macmillan Co., 1970.

Maturity - Growing Up Strong. New York: Scholastic Book Service, 1969.

McDermott, Irene E. and Florence Nicholas. Homemaking for Teen-Agers, 6th ed., Book I. Peoria: Charles A. Bennett Co., Inc., 1970.

Reiff, Florence M. Steps in Home Living. Peoria: Charles A. Bennett Co., Inc., 1971.

Bulletins, Booklets, Slides and Transparencies:

Life Cycle Center. Life Cycle Library. (free copy to teachers) Neenah, Wisconsin 54956.

Films, Filmstrips, Slides and Transparencies:

Creative Visuals. Emotions and Social Attitudes. Box 310, Big Springs, Texas.

Guidance Associates. Pleasantiville, N. Y. 10570.

The Tuned-Out Generation. Filmstrip and Record.

Values for Teen-Agers - The Choice is Yours. Filmstrip and Record.

I Never Looked at It That Way Before. Filmstrip and Record.

PERSONAL DEVELOPMENT

Grooming

Two Week Mini Unit

CONCEPTS: Developing Good Habits

OVERALL OBJECTIVES: Identify and apply appropriate procedures for personal use.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Select appropriate materials and indicate proper procedure for: 1. Washing hair. 2. Bathing entire body. 3. Caring for hands and feet. 4. Caring for teeth and mouth.	Read selected references to define good grooming and to develop grooming vocabulary.	Bulletin: Proctor and Gamble, Personal Grooming Teaching Aids.
	Use classtoons, "Personal Hygiene" as a basis for round table discussion.	Scholastic School Service.
	Identify procedures for taking a tub bath, shower, sponge bath. Show appropriate materials to use for each.	
	Collect pictures and advertisements of grooming supplies to use on bulletin board. Compare cost of various items.	Clemson Extension Service, Wendy Ward Manual.
Practice proper procedures at home for caring for body even if facilities are not ideal.	Observe student demonstrations and discuss: 1. Washing and drying hair. 2. Caring for nails, hands and feet. 3. Caring for teeth and gums. 4. Care during menstruation. Practice each demonstration at home.	Lewis, et al., Teen Horizons at Home and School, pp. 126-133, 228-229. McDermott and Nicholas, Homemaking for Teenagers, 1: pp. 147-175.
	Listen to a dentist, school nurse, etc., answer questions about personal care.	
	Read references related to personal hygiene for further information.	Reiff, Steps in Home Living, 2nd ed., pp. 129-143. Crayton, Young Living, pp. 166-174.

CONCEPTS: Developing Good Habits

OVERALL OBJECTIVES: Show comprehension of causes and procedure for skin problems.
Apply efficient, effective methods for handwashing underwear.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe probable causes and treatments for common skin problems.	Construct a bulletin board, "Take The Agony Out of Acne." Use picture of person with acne complexion with ribbons leading to pictures representing proper foods, rest, exercise and skin cleaning as well as the effect of hormone imbalance and emotional upsets. Special emphasis should be placed on diet effects.	
	View film "You Can Do Something About Acne", and discover solutions to acne.	Syntex Laboratories.
	View film, "Teen-Aged? Have Acne?" and list main ideas.	Winthrop Laboratories.
	Respond to a school nurse, local nurse or dermatologist speak on care of major skin problems by listing major problems and possible solutions given during the talk.	
Demonstrate how to wash and dry various underwear items properly.	List items of underwear you usually wash by hand.	
	Using selected references, list and report by assigned topics on proper laundering practices for underwear.	McDermott and Nicholas, Homemaking for Teenagers, 1: pp. 172-175.
	Wash and dry selected pieces of underwear. Evaluate and discuss results of laundering.	

CONCEPTS: Using and Selecting Cosmetics

OVERALL OBJECTIVES: Use selected cosmetics by class developed criteria.
Demonstrate ability to select appropriate cosmetics for various occasions.
Identify effects of misuse of cosmetics.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Demonstrate the use of selected cosmetics.	Observe a demonstration on cosmetic use by salesman or beauty queen. List procedure and precautions to remember in cosmetic use.	Resource Person.
	Practice use of cosmetics following recommended procedure with samples provided by the speaker.	Samples of make-up for various colors of complexion.
	Discuss current ideas among teenagers about which cosmetics are used, when and how.	Pamphlet: Avon Company, The Beauty of You.
	Discuss psychological effects of use of cosmetics such as attempts to remove freckles, cover acne, and lighten skin.	
Select cosmetics which are suitable for given occasions.	Given a list of cosmetics, select the appropriate cosmetic for given occasions. Discuss using appropriate cosmetics for young adolescents for the most frequent activities you do.	
	View filmstrip, "Teen's ABC's of grooming." List main points on chalk board and discuss.	Filmstrip: Avon Company.
Describe results of misuse of cosmetics.	Participate in a pop-up discussion of "making over or making up." Identify dangers to skin and eyes of improper use of cosmetics, effects on appearance, possibilities of skin allergies, etc.	
	Form small groups and using a make-up kit supplied by the teacher, in each group make up one student properly and one improperly. Discuss results. Note differences in cosmetics for varying skin color.	Make Up Kits.

Resources for Grooming Unit

Books:

Clayton, Nanalee. Young Living, 2nd ed. Peoria: Charles A. Bennett Co., Inc., 1970.

Clemson Extension Service. Wendy Ward Manual. County Extension Office. (free)

Lewis, Dora S., Anna K. and Banks, Marie. Teen Horizons at Home and School. New York: MacMillan Co., 1970.

McDermott, Irene E., and Florence W. Nicholas. Homemaking for Teen-Agers, Book I. Peoria: Charles A. Bennett Co., Inc., 1971.

Reiff, Florence M., Steps in Home Living, 2nd ed. Charles A. Bennett Co., Inc., 1971.

Bulletins, Booklets, Magazines and Pamphlets:

Avon Company. Beauty of You. (free in quantity) Samples of cosmetics (free, limited.)

Proctor and Gamble Company. Personal Grooming Teaching Aids. P. O. Box 599, Cincinnati, Ohio 45201.

Films, Filmstrips, Slides and Transparencies:

Avon Company. Filmstrip, Teens ABC's of Grooming. (free) 30 Rockefeller Plaza, New York, N. Y. 10020.

Scholastic School Service. Classtoons, Personal Hygiene. 904 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

Syntex Laboratories, Inc. Filmstrip and Record, You Can Do Something About Acne. Palo Alto, California.

Winthrop Laboratories. Filmstrip, Teen-Ager? Have Acne? New York, N. Y.

PERSONAL DEVELOPMENT

Child Care

Four Week Mini Unit

CONCEPTS: Enjoying Children

OVERALL OBJECTIVES: Show ability to relate to young children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List a specific number of ways to create rapport with children.	Collect cartoons showing acceptable ways of relating to children. Discuss why the behavior was acceptable.	Cartoons.
	Describe experiences in which you got along well with children.	Sherman, Baby-Sitter's Guide.
	Mark a chart showing kinds of opportunities for association class members have with children, such as siblings, neighbors, church nurseries, baby-sitting, relatives, etc.	
	Listen to and participate in discussion after a panel discussion on acceptable and unacceptable ways of getting along with children, using parents, nursery school teachers and baby sitters. Tape or video-tape the discussion and use for reference during general discussion.	
	Read Clayton, pages 54-77 for suggestions for baby-sitting skills that promote development of the child.	Clayton, Young Living, 2nd ed., pp. 54-77.
	Through dramatization, practice the use of behaviors that: 1. Promote security. 2. Build self confidence and independence. 3. Represent positive guidance. 4. Respect the developmental stage of the individual child. 5. Meet the child's routine needs appropriately.	
	On your next baby-sitter's job, consciously try to practice behaviors studied and practiced in class. Report results to class.	

CONCEPTS: Understanding Children

OVERALL OBJECTIVES: Show comprehension of sequential development of pre-school children from birth.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Develop a chart to show the growth process of pre-school children.	Arrange a bulletin board using baby pictures of your classmates. If possible, arrange in order of age when picture was made. Discuss the similarities and differences of same age. Note changes as baby gets older. Use a chart showing growth processes of pre-school children to duscuss the principles of development. View transparencies "Growth Patterns in Children" and list principles of development. Discuss examples from own experiences that illustrate principles. Form committees and using references, compile a list of children's developmental needs at specific ages. Construct a bulletin board using pictures of a range of childhood experiences with a child's foot prints tracing a path across them. Construct a crossword puzzle to test your knowledge of human development.	(Note to teacher: Several units include use of baby pictures of class members. Decide where you will use and omit or substitute in other units.) Bulletin: Johnson and Johnson, How A Baby Grows. Transparencies: Scholastic Book Service, No. TM 9. Teacher Selected.

CONCEPTS: Exploring Baby-Sitting Experiences: Qualifications
Exploring Baby-Sitting Experiences: Source of Work

OVERALL OBJECTIVES: Identify responsibilities and appropriate behaviors of baby-sitting.
Identify procedures for securing baby-sitting jobs.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List the qualities of a qualified baby sitter.	Interview a person who employs a sitter to discover qualities they look for in employing a sitter. Report to the class. Make a composite list of sitter's qualifications from interviews.	Leaflet: Gerber Company. "Sitting Safely."
	View filmstrips, "The Job - The Kids" and Baby-Sitting", to find out the qualifications and responsibilities of a baby-sitter.	Filmstrips: Guidance Associates.
	Read Lewis, pages 93-105 to gain insight into the nature of a baby sitter's responsibilities.	Lewis, et al., Teen Horizons at Home and School, 3rd ed., pp. 93-105.
Describe five ways to get baby-sitting jobs.	Describe one way you have secured a baby-sitting job.	
	Plan and present skits showing how to dress and act when interviewing for a baby-sitting job.	
	Present a panel discussion using students who have held baby-sitting jobs. Discuss how to secure jobs.	
	Read Reiff, pages 141-142 and decide which girl got the job and why.	Reiff, Steps in Home Living, pp. 141-142.

CONCEPTS: Exploring Baby-Sitting Experiences: Responsibilities

OVERALL OBJECTIVES: Identify responsibilities and appropriate behaviors for baby-sitting.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the responsibilities of a sitter, the employer, and the sitter's parents.	Read Reiff, pages 107-128, and make a list of: 1. Sitter's responsibilities to employer. 2. Sitter's responsibilities to own parents. 3. Employer's responsibilities to sitter. Survey class members and compile findings regarding pay per hour, responsibilities and problems. View films, "The Baby-Sitter" and "To a Baby-Sitter" to learn about the skills and knowledge needed by the baby-sitter. Discuss important points in an agreement between sitter and employer.	Reiff, Steps in Home Living, pp. 107-128. Films: Bell Telephone Company. South Carolina Board of Health. Reiff, Steps in Home Living. pp. 107-128.
Give evidence of becoming a responsible and ethical baby-sitter by developing a sitter's notebook and a code of ethics.	Develop a sitter's guide - a notebook listing certain information and providing space for specific on-the-job information. Develop a sitter's code of ethics from the idea of each student contributing "do's and don'ts." Discuss problem situations in which having a code of ethics would be useful guide for action.	

CONCEPTS: Exploring Baby-Sitting Experiences: Emergencies

OVERALL OBJECTIVES: Identify safety precautions and appropriate procedures for handling emergencies when baby-sitting.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe suggested solutions to cope with five given emergencies in caring for children.	Read selected references regarding baby-sitting techniques.	Reiff, Steps in Home Living, pp. 107-127. Lewis, et al., Teen Horizons at Home and School, 3rd ed., pp. 93-109.
	Collect newspaper reports of emergencies involving children. Which of these might happen when a baby-sitter is responsible? List common emergencies in baby-sitting including: 1. Strangers at the door. 2. Late parents. 3. Suspicious telephone callers. 4. Fires. 5. Serious accidents. 6. Intoxicated employers. Suggest an appropriate behavior for each situation. Role play emergency situations, giving several treatments to the same situation. Listen to a resource person, policeman, rescue squad member, fireman, etc., talk on handling emergency situations when sitting.	
Describe ways to identify and improve hazardous conditions for children of different ages.	Review Lewis, pages 97-108 to identify possible hazardous conditions or activities. List these as you read.	Lewis, et al., Teen Horizons at Home and School, pp. 97-108.

CONCEPTS: Exploring Baby-Sitting Experiences: Emergencies
Exploring Baby-Sitting Experiences: Safety

OVERALL OBJECTIVES: Identify safety precautions and appropriate procedures for handling emergencies when baby-sitting.
Identify safety precautions to observe in baby-sitting.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Add information from a survey of difficult or hazardous situations for children at different ages identified by class members. Compile a safety list for children of different ages.	Clayton, Young Living, 2nd ed., pp. 61-64.
	Participate in buzz groups to explore do's and don'ts of safety for a given age group. Report to class on findings.	
Write rules for keeping a child safe.	Construct a bulletin board "Danger, Watch Out," using pictures of situations dangerous to children. Discuss what you could do to change each dangerous situation shown.	
	Perform the following activity: Pretend a child is playing with your purse. Remove each item and tell if it might be dangerous and why.	Barclay, et al., Teen Guide to Homemaking, 3rd ed., pp. 121-146.
	View films, "Children at Play With Poison" and "Poison in the House" to learn how to keep children safe from poisons and how to administer first aid when necessary.	Films: South Carolina State Board of Health.
	Demonstrate or role play ways of safeguarding children after reviewing Reiff, pages 107-127 and Clayton, pages 54-77 to be sure the information you present is accurate.	Reiff, Steps in Home Living, pp. 107-127. Clayton, Young Living, pp. 54-77.

CONCEPTS: Understanding Child's Play

OVERALL OBJECTIVES: Show comprehension of value of play to children.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe play equipment and materials which would help a child develop a normal, well adjusted, personality.	Observe children at play, using a class developed observation sheet. Play with children to discover their likes in play activities and materials. Read Hurlock, pages 241-253 to find out some reasons why the children you observed and played with liked the play equipment and the toy they seemed to prefer. Discuss with classmates your conclusions based on reading and experiences.	Hurlock, Child Growth and Development, pp. 241-253.
Plan appropriate play activities for children of specific age groups.	Examine a display of play materials and equipment. Select three toys from the display and name appropriate age level. Make a Sitter's Kit by collecting safe play materials using inexpensive or throw away items. Construct a homemade toy or game. Try it with child and report outcome to class. Locate and record a story telling the age for which it would be appropriate. View filmstrip, "Toys and Activities for Pre-School Children" and discuss ideas presented in classtoons, "Homemade Developmental Toys." Decide on the advantages of homemade toys.	Clayton, Young Living, pp. 62-76. Filmstrip: J. C. Penney Company. Classtoons: Scholastic School Service.

CONCEPTS: Understanding Child's Play
Guiding and Disciplining

OVERALL OBJECTIVES: Show comprehension of value of play to children.
Demonstrate comprehension of positive and negative child guidance techniques.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe four ways in which play benefits the child.	Brainstorm examples of toys, materials and activities that encourage play as shown on bulletin board - Play is the Way A Child Learns - pictures to illustrate captions such as: "Dramatics", "Active", "Social", "Creative." Using self selected references and resources, discover value of play to a young child.	Pamphlet: Association for Childhood Education, Play - Children's Business. Hurlock, Child Growth and Development. Cross, Enjoying Family Living. Lewis, et al., Teen Horizons at Home and School.
Describe several incidents which illustrate effective techniques for child guidance.	Plan and present skits which portray discipline techniques for different ages. Use teacher prepared material as a guide. Discuss alternative methods of dealing with several kinds of behavior. Discuss and evaluate skits which were examples of the following guidelines for coping with discipline problems with children such as: 1. Consistant 2. Immediate 3. Appropriate 4. Positive	Ames, Child Care and Development, pp. 224-235. (for teacher's use in developing material for students.)

CONCEPTS: Guiding and Disciplining

OVERALL OBJECTIVES: Demonstrate comprehension of positive and negative child guidance techniques.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Use references to confirm your evaluation about guidance techniques in Clayton, pages 58-59, 67-76 and Lewis, pages 105-109.	Clayton, Young Living, pp. 58-59, 67-76. Lewis, et al., Teen Horizons at Home and School, pp. 105-109.
	Interview parents of pre-school children to discover what kind and how much discipline they prefer baby-sitters to use.	Davis and Peeler, Lessons in Living, pp. 298-330.
	Complete a checklist which distinguishes between effective and not as effective methods to guide children. For each method which is not effective, write an effective response.	

Resources for Child Care Unit

Books:

Ames, Louise. (teacher reference) Child Care and Development. Philadelphia: J. B. Lippincott Co., 1970.

Barclay, Marion S., Champion, Frances; Brinkley, Jeanne Hayden and Funderburk, Kathleen W., Teen Guide to Homemaking, 3rd ed., New York: Webster Division, McGraw-Hill Book Co., 1972.

Clayton, Nanalee. Young Living, 2nd ed., Peoria: Charles A. Bennett Co., Inc., 1970.

Davis, Martha J. and Yvonne M. Peeler. Lessons in Living. Boston: Ginn and Co., 1970.

Hurlock, Elizabeth B., Child Growth and Development, 3rd ed., New York: Webster Division, McGraw-Hill Book Co., 1968.

Lewis, Dora S., Banks, Anna K. and Banks, Marie. Teen Horizons at Home and School. New York: The Macmillan Co., 1970.

Reiff, Florence A. Steps in Home Living. Peoria: Charles A. Bennett Co., 1971.

Sherman, Sharon. Baby-Sitters Guide. Englewood Cliffs, N. J. 07632, Scholastic Book Services, 1969.

Shoemaker, Rowena M. All in Play. New York: Play Schools Association, Inc., 41 West 57th Street, 1958.

Bulletins, Booklets, Magazines and Pamphlets:

Association for Childhood Education International. Play - Children's Business. 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016.

Gerber Products Company. 'Sitting Safely' (free) Fremont, Michigan 49412.

Johnson and Johnson Company. How A Baby Grows. (free) New Brunswick, New Jersey.

Films, Filmstrips, Slides and Transparencies:

Guidance Associates. P. O. Box 5, Pleasantville, N. Y. 10570.
The Job - The Kids, Filmstrip and Record.
Baby-Sitting, Filmstrip and Record.

J. C. Penney Company. Toys and Activities for Pre-School Children. (free on loan from local store).
1301 Avenue of the Americas, New York, N. Y. 10019.

Scholastic School Service. 904 Sylvan Avenue, Englewood Cliffs, N. J. 07632.
Growth Patterns in Children. Visual Master #TM 9.
Homemade Developmental Toys. Classtoons, #CT 1500C.

S. C. State Board of Health. J. Marion Sims Building, Columbia, S. C. 29201.
To A Baby-Sitter. (free on loan)
Children at Play with Poison. (free on loan)
Poison in the Home. (free on loan)

Southern Bell Telephone Company. The Baby-Sitter. 18 min. (free on loan)
Box 752, Columbia, S. C. 29202.

PERSONAL DEVELOPMENT

Future Expectations

Two Week Mini Unit

CONCEPTS: Evaluating Self: Assets and Liabilities

OVERALL OBJECTIVES: Show comprehension of personal qualities to career plans.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Categorize personal assets and liabilities with regard to future life plans.	Listen to record and view filmstrip from Career Decisions Kit. Discuss such questions as: How has media influenced our image of certain careers such as medicine, law, detective work, etc.? How can parents influence job choice? View filmstrip, "Who's You". Use student work sheet (mini guide) to get an idea of your assets and liabilities. Write a paragraph on how you might capitalize or use your assets to best advantage. Include ideas about how to strengthen your liabilities. Using present ideas of what a future occupation may be, list personal qualifications that would be needed, placing them in two columns headed My Assets and My Liabilities. Are there any qualifications needed for the occupation which you do not have at present?	Filmstrip and Record: J. C. Penney Company. Career Decisions Kit. Filmstrip: J. C. Penney Company. Career Decisions Kit.

CONCEPTS: Establishing Goals: Immediate and Long Range

OVERALL OBJECTIVES: Demonstrate comprehension of interests and activities to career plans.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Evaluate hobbies, free time and school activities for potential as a vocational or avocational pursuit.	Use the dictionary to define terms vocational and avocational. Discuss examples of activities for each.	
	Participate in a hobby show. Share with classmates some of the activities and satisfactions from your hobby.	
	Read Lewis, pages 447-460 to discover some of the possible occupations that relate to your individual interests and qualifications.	Lewis, et al., Teen Horizons at Home and School, pp. 447-460.
	List your free time activities and interests on chalkboard. In a pop-up discussion, suggest possible careers related to each activity.	
	List your interests and activities and select possible career or job opportunities related to each.	
Describe ways to participate in some activities which help to prepare for future jobs.	Read McDermott and Nicholas, pages 134-143 and discover how your present activities help you to prepare for the future.	McDermott and Nicholas, Homemaking for Teenagers, 6th ed., 1: 134-143.
	List volunteer services and part-time jobs that may lead to a future career. What career would each relate to?	
	Survey community for available part-time jobs.	
	View filmstrip, "Getting You and The Job Together." Discuss why some occupations are obscure and others so evident.	Filmstrip: J. C. Penney Company, Career Decisions Kit.

CONCEPTS: Exploring Preparation: Education and Work

OVERALL OBJECTIVES: Identify factors which influence career entrance and development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List three possible career choices and state the entry level and credentials necessary.	Listen to a taped interview of parents and other persons engaged in entry, intermediate and professional level jobs of a given category, discuss their job, how they became interested in this field, how they prepared for the job and the satisfaction they have derived from their work.	
	Identify in writing the chosen jobs and careers of your parents or two adult friends and determine the qualifications needed for their jobs.	
	Identify several career possibilities for yourself. Using reference materials, research each possibility and determine what qualifications (education, work experience, etc.) are necessary to enter each career. Use chart in Lewis, Page 450 as one source.	Lewis, et al., Teen Horizons at Home and School, pp. 447-460.
	Listen to a guidance counselor, employment agent, etc. talk on qualifying for jobs. Ask questions to learn if your understanding of entry level requirements and advancement possibilities is accurate.	
Define the following terms: 1. Career. 2. Dead end jobs. 3. Career ladders. 4. Career clusters.	After viewing filmstrip, "Choosing Your Career", identify the different types of careers.	Filmstrip: Guidance Associates.
	List five jobs with a possibility of advancement, then make a list of five jobs with little or no advancement. Discuss specific reasons why some jobs provide advancement and others do not.	
	Using "Widening Occupational Roles" kit choose five jobs listed under: People and Animals or Ideas and Things. Write name of the job educational training.	Kit: Science Research Associates, Widening Occupational Roles.

CONCEPTS: Exploring Preparation

OVERALL OBJECTIVES: Identify factors which influence career entrance and development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Using five jobs from job cluster chart shown on page 450, Lewis, discuss how advancement can be made from entry through professional training. Look at bulletin board on career ladders. What does the term career ladder mean?	Lewis, et al., New Horizons at Home and School, p. 450.
	Construct mobiles to illustrate career clusters.	
	Construct a bulletin board "A Career Ladder" showing professional development in one vocation.	Bulletin Board: A Career Ladder.
Describe characteristics of a good employee.	View transparencies and list qualities necessary for successful employment.	Transparencies: J. C. Penney Company, Career Decisions Kit.
	Read case studies and identify qualities of employees.	Teacher Selected.
	Role play situations in which employees demonstrate qualities that are desirable or undesirable. Show possible causes and consequences.	

CONCEPTS: Examining Adulthood: Roles and Life Styles

OVERALL OBJECTIVES: Show comprehension of career roles to life styles.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe how parents' work roles influence family life styles.	Review definitions of terms role and family life styles. Write definitions on the chalkboard and discuss. Describe in writing, several aspects of family life that are influenced by parental work roles. Examples: mealtime, finances, recreation, location of family, responsibilities for certain functions in the home. Examine current statistics on number of working women and working mothers. Construct a lifeline diagram on bulletin board or chalkboard to illustrate life events of the average working mother. Include age of marriage and ages during child birth period until last child leaves home. Decide when and how much time is available to be devoted to a career. Prepare the information with a one page report on "Working Mothers." Take it home for your mother to read and discuss your mother's reaction and response with class members. What factors are influencing the trend for more women to work outside the home?	Bulletin: U. S. Department of Labor. Handbook of Women Workers.
Explore three work roles other than those of parents, and describe how each would influence life style of a family.	Write a paragraph on three persons telling how their work role influences their family life. Examples: concert artist, movie actor or actress, circus performer, factory worker, teacher. Write a paragraph describing a future career for yourself. Describe how your choice will affect your life style.	

Resources for Future Expectations Unit

Books:

Lewis, Dora S., Banks, Anna K. and Banks, Marie. Teen Horizons at Home and School. New York: The Macmillan Co., 1970.

McDermott, Irene, and Florence W. Nicholas. Homemaking for Teen-Agers, Book I. Peoria: Charles A. Bennett Co., Inc., 1970.

Bulletins:

Woman's Bureau. Handbook of Women Worker's. Government Printing Office, U. S. Department of Labor, Washington, D. C.

Films, Filmstrips, Slides and Transparencies:

Guidance Associates. Choosing Your Career. Pleasantville, N. Y. 10570.

J. C. Penney Company. Career Decisions Kit. 1301 Avenue of Americas, New York, N. Y. 10019.

Science Research Associates. Widening Occupational Roles Kit. 259 E. Erie Street, Chicago, Illinois 60611.

PERSONAL HEALTH

Nutrition

Two Week Mini Unit

CONCEPTS: Nutrition

OVERALL OBJECTIVES: Show comprehension of the function of food to health and appearance

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe how food prejudices limit food selection.	Participate in brainstorming session to list food likes and dislikes of class on the board. Define food prejudice. Analyze food dislikes to determine the ones that are food prejudices and devise a plan for overcoming them. Summarize food prejudices of class members. Participate in buzz group and record the foods you like best.	
	Read selected reference related to food habits and determine reasons for food prejudices and preferences. Through circular response discuss findings.	Cross, Introductory Homemaking, pp. 279-288.
	Analyze reasons for food likes and dislikes such as: 1. Family traditions. 2. Lack of education. 3. Religious beliefs. 4. Food prepared poorly. 5. Emotions attached to certain foods. 6. Others.(name)	Fleck, et al., Explaining Home and Family Living, pp. 53-56.
	Sample unfamiliar foods at a tasting party. (Include a variety of foods such as brains, liver, tongue, yogurt, cottage cheese, and specific fruits and vegetables.) Keep a record of new foods tried at the tasting party and seek to be a member of the "I Learned to Try It" club by trying a specific number of unfamiliar foods.	Record Sheet: "I Learned to Try It."

CONCEPTS: Nutrition

OVERALL OBJECTIVES: Show comprehension of the function of food to health and appearance.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the characteristics of a healthy person.	Prepare a list of traits of a person who enjoys good health and compare with a reference.	Clayton, Young Living, pp. 78-79.
Explain the classification of nutrients and their function in the body.	View filmstrip, "Go, Grow and Glow." Identify nutrients, food groups and food sources.	Filmstrip: Carnation Milk Company. Go, Grow and Glow.
	Read and study selected references on food nutrients to learn their function in the body.	Reiff, Steps In Home Living, p. 63.
	Participate in a committee to study and prepare visuals for one of the following: 1. Food groups. 2. Food sources. 3. Classification of nutrients, protein, fats, carbohydrates, minerals and vitamins.	
	Categorize various snacks according to their food nutrients value. Write statements about the various groups as to calories, color and texture.	Snack Foods.
	Prepare and serve snacks from one or more of the above categories.	
	Play nutrient bingo.	Game.
	Observe a bulletin board, such as: "Four Keys to Good Health" "Train to Good Health" "Patterns for Good Health" "Balance Scale" and summarize the nutrition principles it illustrates.	Bulletin Board.

CONCEPTS: Nutrition

OVERALL OBJECTIVES: Show comprehension of the function of food to health and appearance.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read selected book for information on how to play the game called "Meet the Food Family" and play the game.	Reiff, Steps in Home Living, p. 61.
	Read selected periodical and work the puzzle: "A Pattern for a Balanced Diet."	Periodical: Illinois Teacher, XV: 149.
	Play the game, Yummy Rummy, to determine your understanding of food sources of nutrients.	American School Food Service Association, Yummy Rummy Game.
	Play the "F and N" game to assess your comprehension of nutrients and food sources.	Reiff, Steps in Home Living, p. 64.
		Note to Teacher: Several of the games could be grouped in a learning resource center for individualized instruction.
	Study a selected picture and name the foods illustrated according to food groups.	
	Listen to case studies read from selected book and formulate generalizations about the people involved in relation to their food habits and/or needs.	Reiff, Steps in Home Living, pp. 73-75.
Explain how some foods promote health, development and appearance better than other foods.	Review desirable food habits and tell how each would contribute to good health and attractive appearance.	
	Recall or keep a record of foods eaten for meals and snacks during a 24-hour period. Compare your food record to daily food needs.	

CONCEPTS: Nutrition

OVERALL OBJECTIVES: Show comprehension of the function of food to health and appearance.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Summarize the strengths and weaknesses of your personal food habits after keeping a record of food eaten for a three day period. Plan from a collection of lunchroom menus other foods needed to meet the daily requirements. Discuss the ease or difficulty of meeting the daily requirements by eating: 1. The school lunch. 2. Potato chips, candy and soft drinks for lunch. In "research teams" use selected references to find out what nutrients in the daily meals would prevent the following when caused by nutrient deficiency: 1. Bleeding gums. 2. Cavities in teeth. 3. Sores that do not heal. 4. Pimples. 5. Dull hair with broken ends. 6. Poor Posture. 7. Circles under the eyes. 8. Poor digestion and elimination. 9. Soft, flabby muscles. 10. Irritability and inability to concentrate. 11. Physical or mental defects in the unborn baby. Report finds to class.	Newspaper and school sheets of lunch menus.
Describe the importance of snacks in the total food pattern.	In circular response, list typical snack foods eaten by teenagers from the food record.	

CONCEPTS: Nutrition

OVERALL OBJECTIVES: Show comprehension of the function of food to health and appearance.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Differentiate between desirable and less desirable snacks.	From a given list select foods which are suitable choices for snacks. What criteria did you use for "suitable snacks?"	
	Prepare with the blender and serve several appropriate snacks from the milk food group. Analyze them for ease of preparation, taste and nutrition.	Blender and milk.
	Sample a snack of carrot strips and dried fruits. Use the comparison chart to compare the nutritive value of this snack with a typical teenage snack. Discuss their acceptability to teenagers as a snack.	Carrots and dried fruits. Dairy Council Comparison Cards - - Teenagers.
Differentiate between a fad diet and a nutritionally sound diet.	Collect examples of fad diets from televsion, radio, magazines, and newspapers and analyze them for nutritional adequacy.	Newspapers and Magazines.
Analyze wholesome snack foods and less wholesome snack foods in relation to calories.	Discuss reasons that teenagers frequently accept fad diets.	
	Write and present a skit depicting reasons fad diets are accepted.	
	Read a reference on weight-watching for recommended guidelines.	Cronan and Atwood, First Foods, pp. 212-224.
	Use a calorie value table and calculate the number of calories consumed for one day from the food record kept earlier in the unit.	Cronan and Atwood, First Foods, pp. 227-231.

CONCEPTS: Nutrition

OVERALL OBJECTIVES: Show comprehension of the function of food to health and appearance.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Explain the relationship of calories to weight control. Categorize foods as to high or low calorie content.	Compare your personal calorie needs with calories consumed considering your activities, weight and body build. Identify high calorie foods from your calorie record using a calorie value table. Plan foods and snacks for a day suitable for you. Develop a personal plan of foods to be accepted for meals and snacks.	

Resources for Nutrition Unit

Books:

Clayton, Nanalee. Young Living. Peoria: Charles A. Bennett Co., Inc., 1970.

Cronan, Marion L. and June C. Atwood. First Foods. Peoria: Charles A. Bennett Co., Inc., 1971.

Cross, Aleene. Introductory Homemaking. Philadelphia: J. B. Lippincott Co., 1970.

Fleck, Henrietta. Exploring Home and Family Living. 2nd ed., Englewood Cliffs, Prentice-Hall, 1965.

Reiff, Florence M. Steps in Home Living. Peoria: Charles A. Bennett Co., Inc., 1971.

Charts:

National Dairy Council. Comparison Cards for Teenagers. (50) $3.00 per set. 111 N. Canal Street, Chicago, Illinois 60603.

Filmstrips:

Carnation Milk Company. Go Grow and Glow. Home Service Department, 5045 Wilshire Boulevard, Los Angeles, California 90036.

Games:

American School Food Service Association. Yummy Rummy Game. 4101 E. Lliff, Denver, Colorado 80222. ($1.25)

Periodicals:

Illinois Teacher. A Pattern for a Balanced Diet. Vol. XV No. 3. Jan-Feb., 1972. 342 Education Building, University of Illinois, Urbana, Illinois 61801.

PERSONAL HEALTH

Food Preparation and Service

Two Week Mini Unit

CONCEPTS: Food Preparation

OVERALL OBJECTIVES: Demonstrate ability to use conventional table manners when eating.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Interpret acceptable table manners and reasons for use.	Take pre-test, "The Way I Eat at the Table." Analyze the results as a basis for improvement. View selected filmstrip to learn conventional manners and the reasons for social conventions. List the manners observed. Define social practice "manners and etiquette", and "table etiquette." Write on a card questions about eating situations described. Exchange cards by drawing and find out the conventional way of eating in that situation. Demonstrate how to the class. 1. Using knife and fork to eat meat. 2. Eating soup. 3. Eating chicken at a picnic. 4. Eating chicken at a banquet. 5. Others.	Reiff, Steps In Home Living, pp. 42-43. Filmstrip: Visual Aid Studio, Manners for Young Moderns, Part III. Clayton, Young Living, pp. 106-109.
Explain the relationship of the surroundings and table setting to the enjoyment of food.	View selected filmstrip on manners. Write basic principles of table setting.	Filmstrip: Visual Aid Studio, Manners for Young Moderns, Part III.
Demonstrate setting the table appropriate to different menus.	Observe a demonstration on setting the table. Practice table settings appropriate to different menus.	Teacher Cronan, Marion L. Atwood, June C., First Foods, pp. 90-91.

CONCEPTS: Food Preparation
Preparing Simple Foods

OVERALL OBJECTIVES: Demonstrate ability to set a table in a conventional manner.
Show ability to use recommended safe work procedure in the kitchen.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
State conventional rules for setting the table.	Collect pictures of table settings that can be used for breakfast, dinner or snacks. Explain the table setting rules which you observe in the pictures.	Cross, Aleene, Introductory Homemaking, pp. 316-318.
	Prepare a checklist in class to be used for evaluating a table setting.	
	Plan to set the table at home and experiment with simple table decorations to add to the enjoyment of the family.	
Explain the use and care of basic cooking utensils.	Respond to a pre-test, "Can You Name This?" Give name and use of utensil or tool.	Cronan and Atwood, First Foods, pp. 31-42.
	Participate in utensil hunt to learn where various pieces are kept.	Food Laboratory.
	View student demonstrations of the use and care of small equipment. Summarize the demonstration in writing.	Teacher or Pupils.
	View demonstrations conducted by resource person from local power company on use and care of major appliances.	Resource Person.
Explain the use and care of small equipment and large appliances.	View selected filmstrip and list the safety conditions to observe in the kitchen.	Filmstrip: McGraw-Hill, Safety in the Kitchen.
Describe causes and prevention of common kitchen accidents.	Make a checklist of safety practices to use while working in the kitchen. Role play safety practices. Arrange bulletin board of safety do's and don'ts.	Clayton, Young Living, pp. 119-365.

CONCEPTS: Preparing Simple Foods

OVERALL OBJECTIVES: Food Preparation: Food Service
Show ability to use recommended safe work procedure in the kitchen
Show ability to interpret and follow a simple recipe.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Make a summary of management practices: (a) cleaning the unit kitchen, (b) dishwashing and storage, (c) using equipment, (d) others.	Cronan and Atwood, First Foods, pp. 45-47. University of Illinois College of Agriculture Cooperative Extension Service, How To Clean Your Refrigerator, The Easy Way To Clean Your Range, You Need Clean Dishes.
Define the meaning of measurement symbols and terms used in recipes.	Study abbreviations, measurements, and terms used in recipes.	Cronan and Atwood, First Foods, pp. 48, 86-88.
Demonstrate the standard measurement of dry and liquid ingredients.	View a demonstration on the correct method of measuring. Compare serving tablespoon with standard measuring spoon.	
	Study a recipe. Interpret directions, abbreviations and terms to a class partner.	
Prepare a food following a recipe.	Work in a class group. Plan and prepare a simple snack using a recipe.	
	Prepare a series of foods: 1. Cocoa to illustrate that milk cooking requires a low temperature.	Clayton, Young Living, pp. 133-134.
	2. Milk shake to demonstrate that addition of air to a product increases quantity.	
	3. Cereal snack mix.	Clayton, Young Living, p. 137.

CONCEPTS: Food Preparation: Food Service

OVERALL OBJECTIVES: Show ability to interpret and follow a simple recipe.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	4. Doughnuts, fried, pies or pizzas from canned biscuits.	Filmstrip: General Mills, Better Biscuits.
	5. Unbaked cookies.	Clayton, Young Living, p. 139.
	View a student demonstration of cup cakes from cake mix.	Teacher or Pupil.
	6. Pies from crumb crust and instant pudding mix.	Directions on Package.
	7. Fruit salad or fruit cup. Show loss of color when exposed to air and color retention by use of an acid such as lemon juice.	Crocker, Boy's and Girl's Cook Book, pp. 50-59.
	8. Relish plate or simple salad. Show how to core and remove leaves from head of lettuce and retaining crispness by chilling.	Crocker, Boy's and Girl's Cook Book, pp. 50-58.
	9. Hamburgers and eggs to show the effect of temperature on proteins.	Cronan and Atwood, First Foods, pp. 122-123.
	10. Sandwiches using proteins such as cheese, eggs, peanut butter and beans.	Clayton, Young Living, pp. 140-141.
	11. Fudge brownies and candied apples from a prepared mix.	Directions on Package.

Resources for Food Preparation and Service Unit

Books:

Clayton, Nanalee. Young Living. Peoria: Charles A. Bennett Co., Inc., 1970.

Crocker, Betty. New Boys and Girls Cookbook, 7th ed., Chicago: Golden Press, 1970.

Cronan, Marion L. and June C. Atwood. First Foods. Peoria: Charles A. Bennett Co., Inc., 1971.

Cross, Aleene. Introductory Homemaking. Philadelphia: J. B. Lippincott Co., 1970.

Reiff, Florence M. Steps in Home Living. Peoria: Charles A. Bennett Co., Inc., 1971.

Bulletins:

University of Illinois College of Agriculture Cooperative Extension Service.
University of Illinois, College of Agriculture, Urbana, Illinois 61801.
SP143-d How to Clean Your Refrigerator.
SP143-i The Easy Way to Clean Your Range.
SP143-i You Need Clean Dishes.

Filmstrips:

General Mills, Inc. Better Biscuits. Betty Crocker Film Library, 9200 Wayzata Boulevard, Minneapolis, Minnesota 55440.

McGraw-Hill Company. Safety in the Kitchen. 330 West Forty-second Street, New York, N. Y. 10036.

Visual Aids Studio. Manners for Moderns. Filmstrip III. 1909 Avenue Q, Huntsville, Texas.

PERSONAL HEALTH

Sexuality and Reproduction

Two Week Mini Unit

CONCEPTS: Understanding Reproduction: Male and Female

OVERALL OBJECTIVES: Demonstrate comprehension of male and female reproductive functions.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Define sexuality as an entity within healthy interpersonal relationships.	Listen to records of current popular tunes to provide basis for discussion of loneliness, sex and love. Differentiate between two meanings of love, romantic love and mature love. Decide why love is important. Discuss the definition of sexuality. Consider the importance of accurate knowledge for self understanding and healthy interpersonal relationships. Take a pre-test on the origin of life, the human reproductive system conception, heredity and fetal development. Discuss pre-test. Discuss reasons for misinformation about sexuality. Identify and evaluate sources of information, friends, media, parents, teacher, books, etc.	Teacher Selected. Burt and Brower, Education for Sexuality. (Teacher Reference). Dictionary. Teacher developed pre-test to meet students needs.
Describe the origin of life in humans.	Participate in a review discussion of how life begins as a single cell and how this all resulted from joining of egg cell of mother and sperm from the father. View transparencies and ask questions when necessary.	Transparencies: Hubbard Scientific Company, Family Life Series: Sex Education.
Name reproductive organs and describe functions of each.	Label diagram, of the male and female reproductive anatomy, following a presentation with transparencies and definitions of terms involved in the human reproductive system. View film, "Understanding Human Reproduction", Parts I and II. Summarize main points in writing.	Teacher prepared diagram. Dictionary. Transparencies: Hubbard Scientific Company, Family Life Series: Sex Education. Film: Guidance Association.

CONCEPTS: Understanding Reproduction: Male and Female
Understanding Fertilization and Heredity

OVERALL OBJECTIVES: Demonstrate comprehension of male and female reproductive functions.
Show comprehension of biological developments in fertilization and heredity.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Begin a human sexuality notebook. Compile information, diagrams and vocabulary list. At the end of each class, write a statement to summarize what you have learned and how you feel about the study of human sexuality.	
Describe the process of conception in writing or drawing a diagram of how the sperm and egg cell unite.	View transparencies on fertilization to learn how it occurs.	Transparencies: Hubbard Scientific Company, Family Life Series: Sex Education.
	View film, "Understanding Human Reproduction", Part III and discuss.	Film: Guidance Associates.
	Discuss questions previously collected in a question box. Research answers for accuracy.	Teacher Selected Resources.
Identify heredity traits. Describe how traits are inherited from parents.	List the characteristics you inherited from your parents. Trace these back through your family as far as you can. Adoptive children may list characteristics you assume that you inherited.	Burt and Brower, Education for Sexuality. (Teacher Reference).
	View transparencies, "Heredity" and discuss how chromosomes and genes function.	Transparencies: Hubbard Scientific Company, Family Life Series: Sex Education.
	View filmstrip, "Life Begins", to discover the way traits are inherited. Write summary sentences on chalkboard and discuss.	Filmstrip: Guidance Associates.
Identify factors that influence the human sex drive.	Use references provided by the teacher to diagram the brain, labeling the cerebral cortex and the hypothalamus. On the diagram list the functions of each.	Teacher Selected References.

CONCEPTS: Understanding Fertilization and Heredity

OVERALL OBJECTIVES: Show comprehension of biological developments in fertilization and heredity.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	In committees, develop reports on the difference between human sexuality and the sexuality of lower animals. Discuss the benefits and dangers in pleasure seeking. Working with a partner, write a paragraph on each of the following, relating to effect on sex drive for the male and for the female: Touch, Smell, Sight, Pornography, Personality, Alcohol, Affection, Love, Physical attractiveness, Intelligence, Sense of humor, Compatibility, Commitment to partner Discuss in class, and summarize by drawing a diagram of the factors influencing the sex drive. Include physical, psychological and social forces, and the results or consequences of fulfillment.	Teacher Selected References. Burt and Brower, Education for Sexuality, p. 336. (Teacher Reference).
Describe the physical, emotional and social changes which occur during menstruation.	Read pamphlets and selected reference related to menstruation. Working in three class groups, prepare reports on the physical, emotional and social changes which occur during menstruation. Report to class. View film, "It's Wonderful Being a Girl" and follow with a discussion of main points brought out in film. Contribute questions in a box which you desire to have	Pamphlets: Teacher Selected. Burt and Brower, Education for Sexuality, pp. 287-304. Film: Modern Talking Pictures.

CONCEPTS: Understanding Fertilization and Heredity
Understanding Married Love

OVERALL OBJECTIVES: Show comprehension of biological developments in fertilization and heredity.
Show comprehension of qualities which characterize married love.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	discussed. Participate in class discussion answering all questions which were placed in the box.	
Define mature love.	Discuss the four constituents of love as defined by Fromm: labor, responsibility, respect and understanding.	Fromm, The Art of Loving.
	Analyze attitudes toward dating, popularity, sex appeal and marriage as shown by: 1. Television advertisements and programs. 2. Radio advertisements. 3. Newspaper advertisements and articles. 4. Magazine advertisements and articles.	
	Develop a personal set of standards for your sexual behavior and for the rights and feelings of another individual. (Note to teacher: follow directions for guiding experience on pages 352-353, Burt and Brower).	Burt and Brower, Education for Sexuality, pp. 352-353. (Teacher Reference).
	Participate in buzz groups to determine how mature love is expressed, using as a criteria the four constituents of love.	

CONCEPTS: Understanding Pregnancy and Childbirth

OVERALL OBJECTIVES: Demonstrate comprehension of growth in prenatal development.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe pre-birth development by explaining monthly changes in the growing fetus. Describe recommended steps for a mother to follow during pregnancy to ensure the development of a healthy baby.	In nine groups, prepare a report with visual illustrations of the month by month development of the baby. View film, "Understanding Human Reproduction", Part IV, from conception to birth and transparencies, "Embryo to Birth", for content for group work. Using the topics listed below, discuss aspects of maternal care during pregnancy. 1. Medical and dental care. 2. Daily diet. 3. Sleep and rest. 4. Exercise. 5. Psychological preparation. 6. Clothing. 7. Bathing. Summarize study by stating main points learned about human sexuality.	Film: Guidance Associates. Transparencies: Hubbard Scientific Company, Family Life Series: Sex Education. Booklet: United States Department of Health, Education and Welfare, Prenatal Care. Hurlock, Child Growth and Development.

Resources for Sexuality and Reproduction Unit

Books:

Burt, John, and Linda Brower. Education for Sexuality. Philadelphia: W. B. Saunders Co., 1970.

Fromm, Erick. The Art of Loving. New York: Holt, Rhinehart and Winston Co.

Hurlock, Elizabeth. Child Growth and Development. New York: McGraw-Hill Co., 1968.

Booklets:

United States Department of Health, Education, and Welfare. Prenatal Care. Supt. of Documents, Government Printing Office, Washington, D. C. 20402.

Films, Filmstrips, Slides, and Transparencies:

Guidance Associates. Understanding Human Reproduction: A Middle School Approach. Pleasantville, N. Y. 10570.

Hubbard Scientific Company. Family Life Series: Sex Education. North Brook, Illinois.

Modern Talking Pictures. It's Wonderful Being a Girl. 1212 Avenue of the Americas, New York, N. Y. 10036.

PERSONAL HEALTH

Threats and Dangers

Two Week Mini Unit

CONCEPTS: Handling Emergency Health Crises

OVERALL OBJECTIVES: Identify medicinal articles and suggest use in providing emergency care.
Describe emergency care procedures for injuries and crises conditions.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Assemble items for an emergency first aid kit and describe the use of each.	Prepare a display of first aid supplies. Label each item. Given index cards with common emergencies described, select the first aid items needed from the display and describe how to use them. Prepare a first aid kit for the homemaking department. Prepare a first aid kit to use at home.	American Medical Association, First Aid Manual. The American Red Cross, First Aid, 4th ed., pp. 186-189.
Demonstrate procedures for common emergencies.	List injuries and crisis situations where help is needed before the doctor arrives. Read reference to find out recommended procedures for each kind of emergency identified. Discuss, demonstrate and practice correct procedures in handling emergency crises until the doctor arrives. View filmstrip, "First Aid Procedures" to see how emergency care is given. Watch demonstrations and practice first aid treatment for the following: 1. bleeding 2. cuts 3. burns 4. abrasions 5. insect and animal bites 6. strokes 7. shock 8. drowning 9. unconsciousness 10. poisoning	Barclay, et al., Teen Guide To Homemaking, pp. 164-165. Clayton, Young Living, 2nd ed., pp. 364-366. Filmstrip: McGraw-Hill Company.

CONCEPTS: Caring for Personal Health: Emotional

OVERALL OBJECTIVES: Identify factors which contribute to emotional health.
Identify ways of handling emotions.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe healthy and unhealthy emotional status.	Define mental illness and discuss factors that contribute to it.	Bauer, et al., 8th ed., Health for All, pp. 260-261.
	Read case studies on emotions to identify healthy and unhealthy emotions.	South Carolina State Department of Education, Measuring, Weighing, Valuing, p. 114.
	View transparencies, "Emotions and Social Attitudes", to discover the relationship of emotions to one's attitudes.	Transparencies: Gamco Industrie
	Discuss a chart showing choices available to the individual and possible consequences of the choices made.	Burt, et al., Education for Sexuality. (Teacher adapt figures 59, 60 and 61) pp. 141, 142, 157.
Describe constructive ways of dealing with emotions.	Read Lewis, pages 37-39, to identify some characteristics of emotionally healthy people.	Lewis, et al., Teen Horizons at Home and School, pp. 37-39.
	Participate in role playing: Without identifying individuals, on a slip of paper write the most upsetting thing that has happened lately between you and another person. Place the slips in a box. Divide the class into groups and role play a situation drawn from the box, showing how using one's sense of humor may help to change the outcome of the situation.	
	Brainstorm for constructive ways of dealing with emotions such as: 1. Talking over problems. 2. Writing about your feelings in a diary. 3. Creative activities (drawing or painting). 4. Physical activities.	Bauer, et al., Health and Safety for Teenagers, pp. 51-54.

CONCEPTS: Caring for Personal Health: Physical

OVERALL OBJECTIVES: Recognize factors which affect physical health.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe how selected factors affect physical health: 1. Diet. 2. Sleep. 3. Exercise. 4. Regular physical and dental checkups. 5. Personal hygiene. 6. Proper elimination.	Prepare a puppet show to present to sixth or seventh graders. Puppets can be made from construction paper, paper bags or fabrics. Each puppet may represent some aspect of physical health. Example: diet, sleep, exercise, etc. Each puppet may play a part that reveals the contributions it makes to keeping physically healthy.	Bauer, et al., 8th ed., Health for All, pp. 24, 48, 51, 101. Barclay, et al., Teen Guide to Homemaking.
	Write a letter to a sixth or seventh grader to advise and recommend practices which promote optimum physical health. Use references to verify your recommendations. Include recommendations for each of the following factors: 1. Diet. 2. Sleep. 3. Exercise. 4. Regular physical and dental checkups. 5. Personal hygiene. 6. Proper elimination.	Teacher Selected.

CONCEPTS: Investigating Potential Threats: Drugs

OVERALL OBJECTIVES: Identify narcotic drugs and the dangers of drug misuse.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Classify drugs by the effects on the body.	Define the word "drug".	
	Listen to a resource person to describe drugs and the effects on the body.	Representative from: State Commission on Alcohol and Drugs. Sheriff's Department. State Board of Health.
	Identify several drugs in order of emphasis: 1. Amphetemines 2. Barbituates 3. Tobacco 4. Alcohol 5. Marijuana 6. Halacinogens 7. Narcotics	Bauer, et al., Health for All, 3rd ed., pp. 128-129.
	Collect newspaper and magazine articles on the drug problem. Make a bulletin board of these.	Bulletin: Channing L. Bete Company, What Everyone Should Know About Drugs.
	View transparencies: "Psychedelic Drugs", to identify drugs and learn the consequences of misuse.	Transparencies: Gamco Industries.
	Discuss why drugs or anything else can be useful and not useful depending on the way it is used.	
	Discuss the power of peer influence and decide how this power could be used to help control misuse of drugs.	
Predict the personal, social and economic problems related to the misuse of drugs.	Compile questions which are of interest to the class and discuss, such as:	Bulletin: Kiwanis International, What If They Call Me Chicken?

CONCEPTS: Investigating Potential Threats: Drugs
Investigating Potential Threats: Alcohol

OVERALL OBJECTIVES: Identify narcotic drugs and the dangers of drug misuse.
Identify effects of drinking alcoholic beverages and dangers of misuse of alcohol.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	1. Why do people take drugs? 2. Should marijuana be legalized? 3. Is drug misuse a drug problem or a people problem? 4. Where do you think most of the drug misuse is? 5. If we think drug abuse is bad, how can we help the community?	
	Discuss how love as defined by Fromm may guide an individual who seeks to influence a friend.	Fromm, Education for Sexuality, pp. 8-9.
List possible effects of drinking alcoholic beverages.	Participate in class discussion on question: Is alcohol a drug?	Bauer, et al., Health for All, 8th ed., p. 119.
Identify sources of help for persons affected by misuse of alcoholic beverages.	Participate in a round-table discussion centered around the following questions as to the effect of drinking alcoholic beverages: 1. What is the difference between an alcoholic and drug addict? 2. If an alcoholic hates alcohol, why does he or she drink it? 3. What is alcohol abuse? 4. Who abuses alcohol the most? 5. How can we help the community to solve the problem of alcohol abuse?	
	Invite biology or health teacher to explain the physical effects of alcohol in the system.	
	Brainstorm the question, "Why do people drink?" Discuss under what conditions, free will cannot function.	

CONCEPTS: Investigating Potential Threats: Alcohol
Investigating Potential Threats: Cigarettes

OVERALL OBJECTIVES: Identify effects of drinking alcoholic beverages and dangers of misuse of alcohol.
Show comprehension of effects of smoking.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Invite a member of Alcoholics Anonymous to describe the kinds of personal and family problems that may result from misuse of alcohol. Find out agencies that are available in your community to help alcoholics and their families. If no agencies are available, write to national headquarters for literature and information about nearest sources of help.	
Predict the personal, social and economics problems related by the misuse of alcohol.	Identify social and economic problems created by misuse of alcohol.	Bauer, et al., Health for All, 8th ed., pp. 117-125.
	Collect and display news stories or articles about traffic accidents in which alcoholic beverages were a factor.	
	Serve on a committee to seek information about the liquor laws in your own community and state.	
	View transparencies: "Alcoholic Beverages".	Transparencies: Gamco Industries.
	Listen to a resource person discuss "Young People and Drinking" and "Adults and Drinking". (Note: emphasize that young people will be adults in a few years.)	
List the physical effect of smoking.	Identify reasons for smoking.	
	Report on the Surgeon General's warning on cigarette labels.	
	Discussion: Is tobacco a drug? Why? Discuss the question: What is the harm in smoking?	Bauer, et al., Health for All, 8th ed., pp. 131-137.

CONCEPTS: Investigating Potential Threats: Cigarettes
Investigating Potential Threats: Venereal Disease

OVERALL OBJECTIVES: Show comprehension of effects of smoking.
Show comprehension of effects of venereal diseases and appropriate treatment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Seek information about questions you and your classmates have raised about smoking.	
	View transparencies, "Smoking Tobacco".	Transparencies: Gamco Industries.
Explain the symptoms and transmission of syphilis and gonorrhea.	View film, "Quarter Million Teenagers" to discover the prevalence of venereal diseases among young people.	Film: State Health Department.
	Listen to presentation with transparencies to identify causes, symptoms and treatment of syphilis and gonorrhea.	
	Describe fallacies associated with causes of syphilis and gonorrhea.	Burt, et al., Education for Sexuality, p. 9.
Describe consequences of not treating syphilis and gonorrhea.	Discuss and decide what should be done immediately if a boy or girl suspects that he or she has a venereal disease.	Bauer, et al., Health For All, 8th ed., p. 19.
	Compile statistics from Health Department on the incidence of venereal diseases in your community among teenagers.	State Health Department.
	Without signing your name, write your answer to the question, "You have just discovered you have a venereal disease. What will you do now?"	Bulletin: U. S. Government Printing Office, Strictly for Teenagers.
	Discussion on how venereal diseases can be prevented.	Bulletin: American Social Health Association, Some Questions and Answers about V. D.

CONCEPTS: Investigating Potential Threats: Venereal Disease

OVERALL OBJECTIVES: Show comprehension of effects of venereal diseases and appropriate treatment.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Interview a representative from the Health Department to learn the help available to teenagers who suspect that they have a venereal disease, but feel that they cannot tell their parents or their family doctor. Ask about any cost involved and whether records are kept confidential.	

Resources for Threat and Danger Unit

Books:

American Red Cross. First Aid, 4th ed. New York: Doubleday and Co.

Barclay, Marion S. and Frances Champion. Teen Guide to Homemaking. New York: Webster Division, McGraw-Hill Book Co., 1972.

Bauer, W. W.; Jenkins, Gladys Gardner; Shactor, Helen S. and Pounds, Elenore T. Health and Safety for Teen-Agers. Chicago: Scott, Foresman and Co., 1962.

Bauer, W. W.; Jenkins, Gladys Gardner; Shacter, Helen S. and Pounds, Elenore T. Health for All, Book 8. Chicago: Scott, Foresman and Co., 1963.

Burt, John J. and Linda A. Brower. Education for Sexuality. Philadelphia: W. B. Saunders Co., 1970.

Clayton, Nanalee. Young Living. Peoria: Charles A. Bennett Co., Inc., 1970.

Fromm, Erick. Education For Sexuality. New York: Holt, Rhinehart and Winston Co.

Lewis, Dora S.; Banks, Anna K. and Banks, Marie. Teen Horizons at Home and School. New York: The MacMillan Co., 1970.

Bulletins, Booklets and Pamphlets:

American Health Association. Some Questions and Answers About V.D. 1740 Broadway, New York, N. Y. 10019.

American Medical Association. First Aid Manual, Garden City, N. Y.

Channing L. Bete Company. What Everyone Should Know About Drug Abuse. Greenfield, Mass.

Consumer and Home Economics Education. Measuring, Weighing, Valuing. State Department of Education, Columbia, South Carolina 29201.

Department of Health, Education and Welfare. Strictly for Teenagers. Washington, D. C.

Bulletins, Booklets, and Pamphlets:

Kiwanis International. What if they call me Chicken? Chicago, Illinois 60611.

Films, Filmstrips, Slides and Transparencies:

Division of Gamco Industries. Box 310, Big Springs, Texas.
Alcoholic Beverages. 301. 2BE-05.
Emotions and Social Attitudes.
Psychedelic Drugs. 301. 2BE-03.
Smoking Tobacco.

McGraw-Hill Book Company, Text-Film Division. First Aid Procedures. 330 West 42nd Street, New York, N. Y. 10036.

S. C. State Board of Health. Quarter Million Teen-Agers. J. Marion Sims Building, Columbia, S. C. 29201.